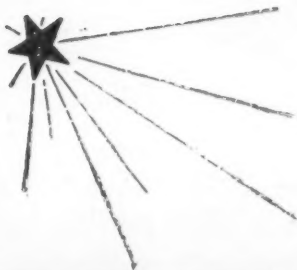


School Activities



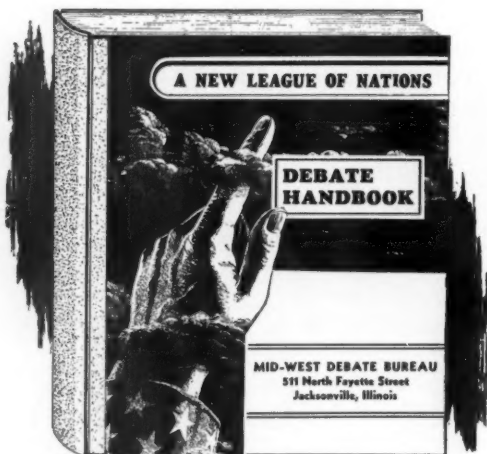
DECEMBER 1943



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As the Editor Sees It

Wilson High School, Dallas, Texas, with nineteen, and Alexander Graham Junior High School, Charlotte, North Carolina, with three are among the recent additions to the growing list of American school "jeep-buyers." The Union-Endicott High School, New York, has bought three Airacobra fighting planes and has all but completed the purchase of a fourth. And the Geneva, New York, High School built and equipped a complete mobile canteen. Undoubtedly, a very definite objective helps immeasurably to promote the success of a school's war bond and stamp selling campaign. Why not try it?

Remember, too, that, increasingly, the schools are making use of the war-stamp-admission fee idea in connection with the usual and special athletic, dramatic, music, and other public shows and activities.

This fall another pitiable football story made the headlines from coast to coast, a story of "ruthless slaughter" as the Associated Press put it. The final score between the teams of two Illinois high school teams was reported as 185-0 on one day and corrected as 188-0 on the following day. Blame the losing, and credit the winning teams? Hardly! **BLAME** and **DISCREDIT** those persons responsible for such unjustifiable scheduling. Both teams, and schools too, for that matter, lost.

May we recommend for your reading, "The 20 Questions on Student Government," in the October number of "The Clearing House." Our own C. C. Harvey examined the correspondence files of The National Association of Student Councils and selected the twenty questions which were most frequently raised. These questions are then succinctly and helpfully answered by C. F. Allen.

The Junior Red Cross Bulletin reports that one of the most popular library items for service men is a joke-and-cartoon scrapbook. Carefully selected jokes, cartoons, cross-word puzzles, and short articles and stories from new, second-hand, or past-issue magazines (which can be bought very reasonably), neatly pasted in an artistic and substantially bound book represent a volume that will provide hours

of valuable recreation for our fighting men and women. Here's another war activity for your school.

The other night we saw a widely advertised motion picture. And among the other usual Hollywood distortions were those of a sour-faced, hatchet-faced, but later whooping, teacher, an uproarious class, an unprofessional track coach, and an insipid principal. Not one of these is any more typical of American high schools than rambunctious Rooney is of the American boy or the drunken Morgan is of the average telegraph operator. To us the picture was not "gripping," "fascinating," "sensational," or "great." Nor were its portrayals either accurate or commendable. Rather, it represented a complete waste of our time.

A pet exhibit is an interesting and instructive activity appropriate for almost any time of the year. It and its attendant presentations may be staged as an assembly, homeroom, club, class, or even a PTA program.

We have often wondered how the young men and women of our armed forces would rate the relative worth of their various school experiences. We are willing to hazard a guess that on the basis of their war experiences the next generation of educators will have a much higher regard for the whole field of the so-called extra-curricular activities than the present generation has.

Christmas season, and time again for the usual "peace-on-earth" type of program. This year let's emphasize that such peace is not a sissified, wishy-washy, and boot-licking ideal, represented by a "kick-me—step on me—smite me on the other cheek" type of attitude, but a manly and dignified peace that commands full respect.. And, too, that such peace can sometimes be accomplished only through bitter fighting. Making peace with a madman usually necessarily involves some unpeaceful actions. But if it is worth having, it is worth fighting for.

And a sincere wish of MCHNY to you.

Extension of Creative High School Control

THE MODERN concept of the high school is a place where boys and girls live, really live. This concept carries with it all of the connotations that make for life—that what the students do be largely of their own selection, that it be functional in terms of meeting the life adjustment problems, that the offering of the school be purposive not from a teacher's point of view but from a student's.

THE SCHOOL IS EDUCATING

How unlike this concept are the average present practices in our secondary schools where the rule of the teacher holds sway, where a teacher's world exists—not a pupil's world—a world of verbal abstractions not of pupil realities, of dictation not of democratic participation, of marks, exams, credits, diplomas, of facts vacuumized for use in the recitation or at the quizz, a world where things are finished rather than begun, a world whose very activities beget a false security in teacher-forced completions, where a premium is generally placed upon dull deadening docility, and where pupil expression, when it is opposite to the teacher's, is punished!

Through our student activities we have made an excellent beginning. Yet only the periphery of our offering has become ignited with the fire of student interest. We recognize that pupil interest is inimitable to learning and that you may make a pupil study, cram, get the facts, but you cannot make him learn. Learning is a very personal and sacred activity. You may get a new fact, new idea, or principle today, but that in itself is not learning; only the potential exists. Learning takes place only when the facts, ideas, and principles are used by you to bring about a better adjustment to life's problems. Learning is in doing, not in knowing. One may know everything in the world and not have learned, unless he uses some of these facts in making personal adjustments that stem from a socially conceived and dedicated purpose. Yes, much real learning is coming out of the hobby club, assembly, school patrol, yearbooks, newspaper, dramatics and glee clubs, orchestra, band, athletics, school social events, and student government. This has the substantiation of fact.

STUDENT ACTIVITIES CONTRIBUTE TO LIFE CONCEPT

All of the studies that have been made regarding teaching success of individuals and previous school experience reveal that participation in student activities is a greater criterion of success in teaching than are high marks. P. W. L. Cox's¹ writing in the *Educational Forum* lists some thirteen studies that reveal the importance of the associational life of the individual as a way to successful teaching. In other words, the person who became the best teacher was one who had

EARL R. GABLER

Associate Professor of Education
New York University
New York City, New York

average or better than average marks coupled with an experience that gave him the abilities to understand his fellows and make the right adjustments. To summarize, we may quote the following significant statement made by Cox.² "It has seemed most important that the educational process is chiefly a matter of personal relationship involving teachers and pupils." Corollary to this is the discovery of Mr. Yale Laitin,³ who found that certain definite and positive personality concomitants result from participation in student activity.

In regard to the importance of student activity as a preparation for other than teaching, it is interesting to note the general reaction of a friend of mine who is the New York City employment manager of one of America's oldest and best known industrial corporations. He said in checking the school record of an applicant they were not particularly interested in the quality of marks (just as long as they are average they are satisfactory) but in the extent to which the person has had an opportunity to be on his own, have the experiences of leadership and followership that comes from a full participation in student activities. He further remarked that applicants with this experience should be distinguished during the personal interview by their superior physical and mental poise.

It seems a shame that the same spirit, enthusiasms, and interests that permeate the clubs, etc., cannot become a part and parcel of the curricula which consume the great bulk of the school's effort. Yet the curricula are jealously guarding their sacred province. The east is east and the west is west and never the twain shall meet. Institutionalization in the form of textbooks, courses of study, room equipment, college entrance requirements, teacher training, and other "leopard spots" see to it that there are few encroachments. The old order changes slowly. This change, however, evidenced through greater pupil participation in the curricula presages a new era, an era where learning in its truest sense will obtain. The handwriting is on the wall, signs point to the eventual capitulation of the curricula to the way of creative student activities. The integrating curriculum may be the entering wedge.

THE INTEGRATING CURRICULUM IS A WAY OF LIFE
Wilford M. Aiken⁴ in *The Story of the Eight-*

¹Ibid., p. 47.

²Laitin, Yale, "Extra Curricular Concomitants of Personality Adjustment. Ph.D. Thesis, New York University, 1943.

³Aiken, Wilford M. "The Story of the Eight-Year Study. New York. Harper and Brothers 1942. Page 57.

⁴Cox, P. W. L. "Educating Teachers for Guidance and Activities." *The Educational Forum*, 4:45-62, November 1939.

Year Study sets this forth very well. He states that, "School studies come to focus on the student and his career. English, social studies, mathematics, science, the arts are no longer isolated fields of doubtful value. They become related sources of knowledge and understanding as they contribute to the students' purposes of making a living and doing useful work in which he finds growth and satisfaction. The common problems of American youth become the heart of the curriculum."

The integrating curriculum, which approaches the ideal of a secondary school as a place where boys and girls live, is setting the stage where the life of the school supplies sufficient motivation for learning—where the normal activities necessary to living together are the basis of learning. The school newspaper, dramatics, the assembly, letter writing, oral expression, and leisure time reading point the pupil to the field of English. Student government and other provisions for pupil control lead to the study of civics. How to get along with one's fellows, etiquette, dances, and various social affairs bring a need for social studies. Personal health, athletics, victory gardens, and leisure time interests pave the way for science. So one can see that school itself, if it allows pupils to live, can utilize this life as a way to learning in the constituted subject matter areas. Pupils will not take English as such, but in dealing with their life problems they will find a need to refer to this area in order to solve their problems. The same holds true for other problems and their appropriate subject matter areas.

To bring about such changes as have been described means other changes. The school will need to think of itself as student-life-problem centered—where students learn, not memorize. New courses of study and textbooks, lesson plans, methods, tests and records that are organized from the point of view of pupil life adjustment rather than stuff to be memorized must come into existence. The physical as well as the mental character of the classroom must change. With movable furniture and the necessary tools, classrooms become laboratories or workshops where students go for help toward a fuller and happier life.

COOPERATIVE PLANNING IS NECESSARY

With all these changes, mechanical as well as mental, there is still something more fundamental necessary before the millenium is to be reached. The philosophy of pupil creative activities requires that the pupil himself become a partner or co-planner with the school in this business of education. It is his education, his life, why should he not have a say in it? And if he does not have a say, will it be his life or education? Fiche, the philosopher, a century and a half ago had ideas that are significant from the viewpoint of student activities. To quote, "All philosophy has its source in one primal truth, namely the truth that living and voluntary selves freely choose to assert themselves and so to build up their whole organized world. For as you see, knowing a world is for Fiche making

a world, consciously recognizing the truth, acting then in this way or that."

Yes, the extension of creative student control may well be to all the means that the school provides for the education of students. These means are shaping the student's school life, and if he has no part in the shaping, the understanding suffers. This student participation in the affairs of the school, though not of recent origin, is seldom practiced even today. Yet it has been tried sufficiently to prove its worth. The experience of the schools in the *Eight-Year Study* is quite revealing. In his study Wilford M. Aiken^a gives numerous instances of cooperative planning by the students, teachers, and administrators. Students and teachers planned together the goals, the content and the method. The following excerpts from Aiken's book are typical of what these schools did.

The thirty schools realized that many changes in ways of teaching, as well as in organization and curriculum, were necessary if attendance at school was to become the stimulating, meaningful experience it could be for each student. They knew that the classroom should become a place of cooperative activity in which teacher and students would seek together to achieve results that they believed important. Only if society's demands and student concerns were united could education become an experience of vital significance.⁷

The purposes are theirs as well as the teacher's. They have shared with him in selecting the goals and in planning the steps together. They have taken time to consider together what to do and how to do it. This wise teacher has learned how to share honestly with his boys and girls in planning their work together. He has made the difficult change from authoritarianism to democracy not only because more and better work is done by the students, but chiefly because he knows that they should learn how to share responsibility and to cooperate in achieving objectives which they and he have set up. This is the way of democracy.⁸

HOW TO PLAN COOPERATIVELY

Schools other than those listed in the *Eight-Year Study* are also making progress. In a recent article Carl L. Strong^a gives the story of how an entire school system strives toward democracy by allowing pupils, teachers, and the administration to plan cooperatively. Surely our way of life posits this type of treatment. There are a number of opportunities for students to practice the procedures necessary to competent life planning. A listing of the opportunities for teachers and students to do cooperative planning may well include:

1. Cooperative management of traffic and de-

⁵Royce, Josiah. "The Spirit of Modern Philosophy." Houghton Mifflin Co. 1892. Boston. Page 152.

^aAikin, Wilford M. "The Story of the Eight-Year Study." Harper and Brothers, 1942. New York.

⁷Ibid. Page 18.

⁸Ibid. Page 78.

^aStrong, Carl L. "A School System Goes Democratic." "Clearing House." Vol. 18, No. 1. September 1943. Pages 14-18.

corum in corridors.

2. Cooperative management of conditions of study halls.
3. Planning for the social activities of the school.
4. Helping to explain the school to the community and vice versa.
5. Planning the athletic and intra-mural program of the school.
6. Controlling student use of automobiles.
7. Controlling student conduct outside the school, attendance, tardiness.
8. Acting as hosts to groups of students or teams from other schools and also to their visitors.
9. Caring for the buildings, grounds, and the equipment of the school.
10. Interpreting the high school to the elementary school pupils.
11. Planning the assembly programs.
12. Setting up the school handbook, newspaper, and yearbook.
13. Planning the club program.
14. Helping in revising the curriculum.
15. Participating in classroom planning with particular regard to methods, tests, etc.
16. Reacting to such administrative problems as selection of equipment, of teachers, and of the principal.

The instrumentation of the opportunities for the teachers and students to do cooperative planning may well be through a number of representative student committees. There is no reason why the student body should not be represented on the various teacher groups that are studying the curriculum. The same holds true for student contacts with other teacher, supervisory, and administrative bodies charged with important school duties. In fact, there seems to be no real reason why the students should not be given an opportunity to express their points of view in and through the deliberations of the board of education. Boys of eighteen are old enough to fight and give their lives for their country but are not old enough to vote or offer their opinions on matters that affect their lives. In planning a program, each school will need to take stock of how far it has come along the road of cooperative school and student planning. Then finally to select those areas and set up those instrumentations that seem next in order to the extension of creative student control.

Students Discuss Post-War Peace Plans

MARY FEE

*Supervisor of English
University of Kansas High School
Lawrence, Kansas*

AN ASSEMBLY program which seemed both valuable and interesting to the students of University High School at the University of Kansas was a debate on the following question:

The Culbertson post-war peace plan should be adopted. The program was really the culmination of a sophomore class unit of study in English and was given at an assembly of the students, primarily to furnish an audience situation for the class participating, and secondarily as an educational project for the entire school.

At the beginning of the study for the debate a college senior, who had already described and discussed the Culbertson peace plan before several groups, discussed the plan for an hour with the class and attempted to answer questions put by the students. He also displayed a poster showing the plan in graphic form, which fact made it more readily understood and more easily remembered.

The students then spent several days in finding information concerning topics which would be greatly concerned with the possibilities of any satisfactory and successful peace plan. Some of these were the isolation policy, the Versailles Treaty, the League of Nations, taxation problems, inflation and world monetary system, governmental control of industry, tariff versus free trade, post-war problems of rehabilitation, natural resources of different countries, different kinds of governmental control, minority groups, world police system, etc. Each student selected one of these topics on which he prepared a seven-minute talk which he made to the class group. Special effort was made to make the talks as authoritative and effective as possible in preparation for the argumentative method which would be needed for effective debate.

In preparation for the debate, one member of the class was selected to present the Culbertson peace plan to the assembly. The others were divided into two groups and each decided as a group which side of the question they would prefer to uphold. Each group chose three of its members to do the actual debating, and the others helped to find information concerning points to be proved or refuted.

Three persons were selected to judge this rather unusual six-man debate, and mimeographed sheets with judging directions were given to the judges and to every student. The student judgments, which were collected at the door, tended to keep the attention of the students directed on the debate, which consumed an entire class period.

The students of the sophomore class were very enthusiastic about this particular project; they worked hard and acquitted themselves very creditably. They also gained experience in finding information by means of the "Reader's Guide" and other references; they became acquainted with some magazines new to them; and they had need to skim some new books for the express purpose of finding information. They also gained confidence and poise in speaking to an audience. The students in the audience, by attempting to judge the debate according to directions, were a most attentive and apparently appreciative group.

What Worth America?

(This is a reproduction of action in a court room. Scene opens with the prosecuting attorney, clerk and bailiff seated.)

BAILIFF: (Rises and steps forward) Hear Ye! Hear ye! The district court is now in session. The Honorable Judge is about to enter. Please everyone arise and remain standing until he is seated.

(Judge enters and is seated.)

JUDGE: What case is first on the docket?

CLERK: People versus Otto Kleeman. (Pronounced Klayman)

JUDGE: Will the bailiff produce the defendant?

(Bailiff exits. Enter Bailiff with defendant. Otto is seated. Bailiff sits.)

JUDGE: Is the government ready?

PROSECUTING ATTORNEY: (Rises) The government is ready. (Sits)

JUDGE: Is the defendant ready?

OTTO: (Rises) I am ready.

JUDGE: Do you have an attorney to represent you in this case?

OTTO: No, Your Honor, I am without funds with which to hire an attorney.

JUDGE: Under our laws, every man is entitled to have advice of counsel and if you desire, the court will appoint one of the attorneys from its bar to represent and to advise you.

OTTO: No, your Honor, I am not guilty and do not need a lawyer.

JUDGE: Very well, let us proceed. Will the Clerk please hand the Prosecuting Attorney a list of the jury panel?

(Prosecuting Attorney looks at list and shows it to Otto. Otto definitely lets it be known that he doesn't care who the jurors are. The Prosecuting Attorney hands the list to the judge.)

JUDGE: Will the Bailiff please call the first twelve names on this list?

BAILIFF: (Takes list) As I call these names, please take your seats in the jury box. (Bailiff sits)

JUDGE: Will the jury stand? Raise your right hand. Do you and each of you solemnly swear that you will attentively listen to the testimony as given to you from the witness stand, and to the law as given to you by this court, and fairly and impartially render a true and impartial verdict in this case, so help you God?

JURORS: (in unison) We do.

JUDGE: (to Jury) Be seated.

PROSECUTING ATTORNEY: The indictment reads substantially that the defendant, Otto Kleeman, is a citizen of Germany and that he has remained in the United States a period of time of his visa, or his stay. He was given a permit for one year. It is now exactly three years since he entered this country.

JUDGE: What does the defendant plead?

OTTO: I presume, Your Honor, I am guilty, guilty of violating your laws, but not guilty of trying to live.

MILDRED FULTON
Houston, Texas

JUDGE: I must caution you. Under our laws if you plead guilty, all I can do is sentence you. If you have any defense, you must change your plea. Do you wish to change your plea so that I may give you an opportunity to be heard?

(Pause) Now, what do you plead?

OTTO: Not guilty, Your Honor.

PROSECUTING ATTORNEY: I call Daniel Akin to the stand.

(Daniel comes up from the audience, goes to witness chair and stands.)

JUDGE: Clerk, swear the witness.

CLERK: (To witness) Raise your right hand. Do you solemnly swear that the testimony you are about to give is the truth, the whole truth, and nothing but the truth, so help you God?

AKIN: I do.

CLERK: Be seated. (Clerk returns to seat.)

PROSECUTING ATTORNEY: What is your name?

AKIN: Daniel Akin.

PROSECUTING ATTORNEY: Where do you live?

AKIN: At 6439 Michigan Avenue.

PROSECUTING ATTORNEY: What is your occupation?

AKIN: I am employed as a watchman at the Gallery of Fine Arts.

PROSECUTING ATTORNEY: Do you know the defendant in this case, Otto Kleeman?

AKIN: Oh, I know him when I see him.

PROSECUTING ATTORNEY: Have you had occasion to see the defendant while you were at work?

AKIN: Yes, sir.

PROSECUTING ATTORNEY: Did he often visit the Museum of Fine Arts?

AKIN: Yes, sir.

PROSECUTING ATTORNEY: What would he do there?

AKIN: He would often walk around the Museum, look at the statues, look at the Constitution and mutter things to himself that no one could understand. It looked suspicious to me.

OTTO: So! admiring the statues of your presidents and reading your Constitution is suspicious?

JUDGE: (Reprimanding) Order in the Court. No more interruptions from you. You shall have your opportunity to be heard.

PROSECUTING ATTORNEY: That is all.

JUDGE: (to Otto) Do you wish to ask the witness any questions?

OTTO: No.

JUDGE: The witness is excused. Call the next one.

Adams to the stand.

PROSECUTING ATTORNEY: I wish to call Mr. (Mr. Adams comes up and is sworn in by the clerk.)

PROSECUTING ATTORNEY: What is your name?

ADAMS: Charlie Adams.

PROSECUTING ATTORNEY: Where do you live?

ADAMS: On Pennsylvania Avenue.

PROSECUTING ATTORNEY: What is your occupation?

ADAMS: Brick layer.

PROSECUTING ATTORNEY: Are you regularly employed?

ADAMS: Yes, sir.

PROSECUTING ATTORNEY: Do you know Otto Kleeman, the defendant in this case?

ADAMS: Yes, sir.

PROSECUTING ATTORNEY: Did you see the defendant on or about the second day of January on 30th Northwest?

ADAMS: Yes, sir, I did.

PROSECUTING ATTORNEY: Did anything out of the ordinary happen?

ADAMS: Yes, sir.

PROSECUTING ATTORNEY: Tell the court in your own words just what happened.

ADAMS: Well, it happened like this. I was passing a small park down 30th Northwest when I saw a sizeable crowd gathered. I saw that Mr. Warring was speaking—in other words, exercising his freedom of speech as is provided by the Constitution of the United States; so I stopped to hear him. Suddenly through the crowd comes this Otto Kleeman. He breaks through the crowd, goes up to the speaker and begins telling him how fortunate he is and then I heard him say, "Flag" or something like that. They get into an argument and before I know it, they are in a fight, rolling over like school boys. I don't get to see it all, because I am behind some people but the next thing I know Otto Kleeman is up on the stand talking to the people. I couldn't see why the man didn't have the right to speak. We have freedom of speech in America, don't we?

PROSECUTING ATTORNEY: That is all, thank you.

JUDGE: Do you wish to ask any questions?

OTTO: No.

JUDGE: Do you wish to ask the witness any questions?

JUDGE: The witness is dismissed. Otto Kleeman, all through this session you have remained quiet. Don't you want to say anything for yourself?

OTTO: If you are interested, Your Honor. I . . . I do not consider that I committed a crime . . . by admiring the statues of your Presidents and reading and studying your Constitution. As to the incident to which Mr. Adams testified, I can only say that I was doing my duty as I see duties outlined by your Constitution. I . . . Your Honor, I am guilty of overstaying my time limit in America, but I love your America. I want to stay.

JUDGE: That isn't reason enough. The jury will have to decide that.

GAY SIMONTON: (Comes up from audience) Your Honor, may I offer some testimony?

JUDGE: This is rather unusual, but if you have any testimony bearing on this case, then I shall admit it. Take the stand and be sworn.

(Clerk swears witness.)

GAY SIMONTON: Ladies and Gentlemen of the Jury, I have listened with intense interest to the testimony in this case. I am Gay Simonton. I live at the corner of Robinson and 30th Northwest and I am employed as a clerk in the Bureau of Agriculture. As I see it, there was nothing of importance brought out in the testimony given by Mr. Akin. Mr. Adams however, has damaged the defendant considerably. I was present on this particular occasion. As Mr. Adams said, Mr. Warring was speaking, but this is what he was saying:

"Ha! you call this a free country! What's free about it? Everything the government doesn't like, it censors. Your Bible! Your God! What are they? You should read the facts based upon facts printed in these bulletins. Come and get them—all of you. And your flag—Old Glory, is it?" And then he produced a small flag of our country from his pocket and he spat upon it.

Right at this point this man, Otto Kleeman, weaves his way through the crowd, jumps upon the speaker's stand and says, "You don't realize how fortunate you are to be here in America." Then a fist fight takes place, and very soon Mr. Warring is down and he is pushed off the stand. Mr. Kleeman himself is now standing speaking these words: "Oh, if you only knew how lucky you are to be American citizens, living a free life; you see, I know how it is over there. I have been there." Then he spoke about the flag. Mr. Kleeman, will you, if the judge permits, tell them what you said? (Judge nods approval.)

OTTO: (Rises slowly, but proudly and recites: "Respect the Flag" by Frank Crane.)

"When you see the Stars and Stripes displayed, son, stand up and take off your hat.

Somebody may titter. It is in the blood of some to deride all expression of noble sentiment. You may blaspheme in the street and stagger drunken in public places, and the bystander will not pay much attention to you; but if you should get down on your knees and pray to Almighty God or if you should stand bareheaded while a company of old soldiers marches by with flags to the breeze, some people will think you are showing off.

But don't you mind: When Old Glory comes along, salute, and let them think what they please! When you hear the band play "The Star Spangled Banner" while you are in a restaurant or hotel dining room, get up even if you rise alone: stand there and don't be ashamed of it, either: For of all the flags since the world began, there is none other so full of meaning as the Flag of this country. That piece of red, white, and blue bunting means 5,000 years of struggle upward. It is the full-grown flower of ages of fighting for liberty. It is the century plant of human hope in bloom.

Your flag stands for humanity, for an equal opportunity to all the sons of men. Of course we haven't arrived yet at that goal; there are many injustices yet among us, many senseless and cruel customs of the past still cling to us, but the hope of righting the wrongs of men lies

in the feeling produced in our bosoms by the sight of that Flag.

Other flags mean a glorious past; this Flag a glorious future. It is not so much the Flag of your fathers as it is the flag of your children, and of all children's children yet unborn. It is the Flag of tomorrow. It is the signal of the "Good Time coming." It is not the flag of your king—it is the Flag of yourself and of all your neighbors.

Ladies and Gentlemen, proudly I salute the flag of the United States of America and treasure the ideals for which it stands: liberty and justice for all. Gladly I respond to every call for loyalty to the American way of life, in thought and deed: to make this country strong, and to keep it united. Willingly would I give all that I am, and all that I have, by the grace of God."

GAY SIMONTON: Ladies and Gentlemen of the Jury, is it in the hearts of upright citizens to condemn a man to prison, or to deport him to a country no longer his? Here is a man—a true American in heart, in thought, and in deed. (The witness leaves.)

JUDGE: Is there any further testimony?

PROSECUTING ATTORNEY: No.

OTTO: No.

JUDGE: The government may argue its case.

PROSECUTING ATTORNEY: ("Take it or Leave it" from "Your Rights Under the Constitution")

"We have a wonderful country and a great system of government based on the finest constitution ever conceived. Let those who do not like America get out—and the sooner the better. For every one man who leaves, there are thousands waiting on the outside, knocking at our doors, who will be happy to take his place.

"That thousands of men and women of other lands realize what a wonderful country we have and are anxious to live under the American flag, is shown by the fact that a couple of years ago over two million aliens had requests filed to get into the United States, and many today would gladly pay large sums to be smuggled into the country by airplane or otherwise. Indeed, right along citizens of other countries are willing to face death to get into the United States illegally. Scores of them are actually around our borders, waiting and hoping for a chance, at the risk of their lives, to be smuggled into our country.

"If you are ever dissatisfied with America and do not think we have the finest country and the best government on earth, just remember that thousands of citizens of other countries, including the leading ones of the world, are trying their best to 'crash the gates' of this marvelous land of ours, because they know, if you don't what a wonderful country it is, and how fortunate are those who live under its flag."

But if the oppressed of the world wish to find refuge in our land, and exercise their right of free speech to the defense of our principles of government, we welcome them heartily. Ladies and Gentlemen of the Jury, I leave the case to you.

JUDGE: (to Otto) Do you wish to address the Jury?

OTTO: No.

JUDGE: (To Jury) You have heard the testimony and argument of counsel. You are instructed to resolve any doubt of guilt in favor of the defendant. You may retire, elect your foreman and return your verdict.

(Jury exits—comes back almost immediately.)

JUDGE: Has the Jury reached a verdict?

FOREMAN: Yes, Your Honor. We find the defendant, Otto Kleeman, not guilty.

(Courtroom cheers. Judge looks relieved, then proud; lawyer glad. Newspaper reporters come up.)

REPORTER: Mr. Kleeman, would you like to

OTTO: All I can say, dear people, is, "God bless make a statement for the *Daily Telegram*?" America."

(Solo back stage over microphone—the chorus from "God Bless America." The jury did not sit down after giving the verdict. During song all characters stand. As last line is sung, curtain closes.)

BAILIFF: (Steps in front of curtain) The court is adjourned.

This program was written and produced by Public Speaking I class under the supervision of Mrs. Agnes Hunt, Hogg Junior High, Houston, Texas. A lawyer was consulted by the class in order to obtain the correct legal procedure.

What's Right with the High School?

W. E. EVANS

Principal, High School
Knoxville, Tennessee

CRITICS ask "What's wrong with the schools?" and attempt to make the school responsible for everything from the surprise attack at Pearl Harbor to the fact that 28 of 1,000 selectees were rejected for illiteracy. It is time someone pointed out what is right with the schools. If 2.8 per cent of the men were rejected for illiteracy, then 97.2 per cent were accepted. If the schools were responsible for Pearl Harbor, then, in all fairness, they must be given credit for the phenomenal and unprecedented adjustment of the entire nation in a year and a half from a peacetime economy to a highly organized war service group of more than seven million and with X million individuals in essential war and industrial work. Germany spent from eight to ten years at a similar job, Russia an even longer period, and no one knows how long Japan has been planning.

The growth of the American high school has no parallel in all history. Prior to 1900, the high schools enrolled approximately 200,000. Since then, this population has doubled every decade until now the enrollment is nearly seven million or 70 per cent of all eligible children. The courses have kept pace with rapid changes from rural to urban life and from simple to complex social conditions and all of this development has taken place with a small percentage of the needed manpower and at a cost which is infinitesimal as compared with expenditures for somewhat similar work by other organizations and industries during the last several years.

An Arsenal for Democracy at Work

ONE OF the problems which faces many parents today is the question of how they can supplement the educational activities of their school children with leisure time pursuits of genuine educational merit and interest appeal. Today, more than ever before, this question has vital implications, for those children who were previously well occupied at home are left increasingly to their own devices as more and more parents are drawn into the war program in both production and volunteer work. Detroit has an excellent solution to this problem; you can find it in what looks to all outward appearances like a well kept upper middle class home on Cass and Merrick Avenues. This tan brick building houses the Detroit Children's Museum. During the academic school year hundreds of youngsters come with classmates and teachers to study exhibits designed to complement classroom activities. During the long summer vacation it provides a true retreat for hundreds more of city-bound children. But on Saturday mornings the bicycle rack out back is filled to capacity, as young people come from all parts of the city to play games, work at puzzles, or simply to browse.

Juse why the museum enjoys this popularity it so richly deserves is not difficult to discern. The sympathetic understanding of the child as an individual, who lives in a world as much his own as the world of the adult, is the fundamental basis for all museum activities, according to Margaret M. Brayton, chief curator. "When he comes here," says Miss Brayton, "a child is in a world designed to fit his needs, not those of

DORIS MOSS

18065 Northlawn
Detroit, Michigan

adults. As long as he remains a good citizen in his little world, he has free run of all our facilities. It is only when he violates our laws that we restrict his freedom accordingly."

The museum occupies a unique position in the educational scheme of the city; it is a unit of the Visual and Radio Division of the Board of Education, and its activities are closely correlated with the other functions of the Board. Its dual basis of activity consists of planning displays to add to subjects in the regular prescribed classroom curriculum, and planning exhibits of educational merit that have sufficient interest appeal to draw voluntary attendance. The twenty thousand exhibits the museum lent to the city schools last year attest to the success of the first function, the record-breaking number of visitors constantly streaming in and out of the museum prove the success of the second.

"The primary purpose of the museum," insists Margaret Brayton, blue-eyed, soft spoken, and sympathetic, "is to make it a place of service to the children. Keeping uppermost in their minds the stimulation of the children's interest in activities in which they would not normally engage, the staff orients its planning to that end. Sensing the needs of the children is the most vital part of this function, and projects are quite frequently outgrowths of suggestions, overt or implied, of the young visitors themselves.

Unlike the specifications for adult museums, the rare and the unusual are not here the criteria for the selection of material. Drawing their material from daily life, the staff tries to present more simple, more natural, more first-hand stimuli to the imagination.

"From All The World We Come" is the title of an exhibit which is currently the favorite of most of the youngsters. Gaily dressed figures represent the various nationalities. Even our own Puritans are represented



The Curator Explains Exhibits—(Courtesy of Detroit Board of Education)

in the traditional austerity of their gray and white costumes. "We Were the First Aliens" is the accompanying legend. Over all is the bold declaration: "With All Our Talents We have Built America," bearing a message of racial tolerance not too subtle to be appreciated by a child of grammar school age.

Hobby interests are an important feature of many of the displays. In cooperation with students of art education at Wayne University, a municipal university on the edge of whose campus the museum is located, an exhibit designed for vacation time activities was prepared and presented recently. Demonstrating how salvageable scraps of old stockings, corn husks, twigs, grass, and even empty cereal boxes, can be converted into jewelry, toys, and novelties, this display is the most popular summertime stimulant. It teaches a much needed lesson of thrift frugality as well as providing a concrete accomplishment for many children who can entertain themselves



A Lecture on Mexico—(Courtesy of Detroit Board of Education)

at a minimum of expense with a maximum of ingenuity.

One of the most gratifying experiences reported by the curators is the unexpected response of the visitors to a new exhibit about which they had been dubious. They tell, for instance, about the "Principles of Defense" display up on the second floor. Explaining the biological capabilities of animals for self protection, and the manufactured implements of man for the same purpose, the exhibit traces defense mechanisms from the lowest animals right through to our modern medical marvels. Many of the miniatures were interesting, the staff admits, but they never expected, or even hoped, that the children would make observations concerning the connection between the ancient Roman catapults displayed in miniature and the modern cannons which were also exhibited. They even recognized that the ancient troop formation behind locked shields, was much like our present-day tanks. It is this original response which delights the museum personnel and stimulates their enthusiasm; it is actual evidence of the needs of children for stimulus beyond the confines of the classroom.

The spacious comfort of what was once the Kelsey family home provides precisely the right background for a museum such as this one. Having progressed from a two-room section of an

old Detroit Art Museum to a building which is now the technological branch of the public library, the staff is inordinantly proud of its present quarters. Colorful cretonne curtains border the outsized windows and block none of the sunshine which streams in in such abundance. Its appointments, such things as the damask upholstery on what were once the drawing room walls, and the graceful curving stairway which dominates the entrance hall are hardly out of place. Rather, they lend distinction and charm to the atmosphere of war friendliness which pervades the museum.

Detroit's Children's Museum has an important place in the civic scheme of education. It plays an important part in directing the energies of the multitudes of youngsters who come there for fun, guidance, and simply to pass the time of day in browsing. While it is not a self constituted day nursery, the museum is eager to welcome its regular visitors to make it an inte-

gral part of their playtime activities.

In spite of any wartime restrictions which may mean a curtailment of activity, the staff is confident it can continue doing the job it feels must be done—in being of service first to the children, then to the community.

Our Art Club Activities

HELEN ROSE

Hand Junior High School
Columbia, South Carolina

THE Ceramics Club of twenty-five members at Hand Junior High School has many activities other than clay work. At present we are working on an Art assembly program which will interpret through pictures, music and poetry the work of the French Impressionists.

Numerous block prints appearing in the school newspaper, *Hand Hi-Lights*, were done by an art club member. Four murals have been painted in the lobby of the school. They are five by eight feet in size and depict the various activities of its students, as well as a history of costume mural in the Home Economics Department. We have also completed a mural illustrating Master Skylark in the library. Several members of the Ceramics Club contributed much to the painting of these murals. Also, we have during the club period meeting each week worked on wood carvings, metal bracelets, and the decorating of wooden rings and bowls for ourselves, as well as block-printing many menu covers for the Red Cross.

Journalism Awards?--- Yes!

NO MATTER how well his task is done, the adviser of a student publication neither expects nor receives any reward other than his own satisfaction over a worthwhile accomplishment. But lack of any material return does not prevent him from doing his job just as carefully and efficiently as ever.

The student worker, though, presents an entirely different problem. It is true that he gets considerable pleasure from his work, but he is eager to have his efforts recognized by something more substantial than his name in a masthead. In practically every school in the country ample justification may be found for presenting some token of appreciation, for rare indeed is the school which does not reward its athletes. The very least that is done for players on school teams is to give them letters. Banquets are extremely common additional rewards. From that point the possibilities are almost infinite, depending usually on the success of the team and the cooperation of the school's patrons.

Any decision about the type of award to be granted for participation on the publication staff must be made by each individual school. Definite requirements to qualify for the honor must likewise be set up according to conditions peculiar to each locality. These, however, are considerations of secondary interest. Foremost is the decision that not only are awards justified: they represent a definite obligation of the school to a major activity. Few will question the propriety of handing out letters to members of the athletic team, regardless of its success. That is an old established custom. In fact, a mere letter is frequently regarded as much too small a return for the time and effort which goes into the practice and games. Yet every major member of a publication staff exerts equally intensive efforts to produce a newspaper, a magazine, or a yearbook which is truly representative of the student body. For this he too is entitled to some tangible reward.

Opponents of this idea may suggest that one important fact has been overlooked: that is, only those who actually "make the team" are rewarded in athletics; the reserves rarely get more than eulogies from after-dinner speakers. Generally speaking, this may be accepted as a fact, for school athletic associations have set up standards of achievement which do not normally recognize the "scrubs." Equally stringent demands must be made of student editors. Unless they measure up to pre-determined standards, no award should be made. Strict enforcement of this rule is absolutely essential to maintain the value and desirability of the reward itself.

While universal standardization of an award for any activity is a practical impossibility, a general rule that the token given for publication work should differ from that for athletics can certainly be established. If at all possible, the

J. W. BEATTIE

Adviser of "The Mirror"

*Stephen S. Palmer High School
Palmerton, Pennsylvania*

staff award should be distinctive, providing student editors with a symbol which identifies them as effectively as letters mark the athletes.

Standardization of requirements is a possibility as remote as standardization of award. Here again, however, suggestions will not be out of order. In the first place, quality as well as quantity of work should be considered. Merely writing a certain number of inches or a required quota of advertisements is not sufficient recommendation for award. Accuracy, dependability, quality of work, and cooperation must all enter in for an accurate estimate of the students' journalistic efforts.

Furthermore, recognition for staff members should be given as much publicity as possible. Let other students know that the publication plays an important role in the school's activities; let parents know that good work is rewarded in extra-curricular fields remote from athletics. The results will be increased pride and wide-spread goodwill.

INCENTIVES FOR SCHOOL PUBLICATIONS

A reward sometimes given for outstanding work on the publication staff is permission to attend one or more of the annual state or national school press conventions. A typical representative of these is the one held each March in New York City under the sponsorship of the Columbia Scholastic Press Association, a national organization devoted to the improvement of school journalism.¹ Assisted by its affiliated Advisers organization,² the Columbia Association arranges a three-day program of inspirational speakers, helpful round-table discussions, practical demonstrations and displays, all planned to provide help for the nearly 3,000 advisers, school editors, and writers who come from all parts of the country to attend. Not only does this convention draw from nearly all the forty-eight states, however; its delegates are advisers, editors, and writers from every type of school publication known.

The convention is really the climax of the year's activities for the association. Out of the program of meetings and discussions, which thoroughly cover every phase of student journalism, comes evaluation of accomplishments of a

¹Columbia is one of the three best-known national organizations whose purpose is to provide help for advisers and student editors. National Scholastic Press Association and Quill and Scroll Society are the other two. N.S.P.A. is the only one of these two which sponsors an annual convention, however.

²National Scholastic Press likewise has an organized auxiliary group known as the National Association of Journalism Directors.

year just past. This leads, quite naturally, into preparation for a year to come. For none of the state or national press associations exists for a convention only: all are promoting programs of constructive and helpful activities which include publication of a magazine, periodic bulletins, and monographs covering varied aspects of the field.

Members of the Columbia Association, for example, receive "The School Press Review," a monthly magazine whose stated policy is to present workable ideas based on tried and tested publication procedures, and to offer for consideration the newest trends in the school press field.³ In addition, the Advisers Association each year issues four mimeographed Bulletins which seek to deal with specific problems of the teacher in charge of publication work.

Monographs are prepared as the need arises. A style book, a headline chart, a bibliography of materials on school journalism, and "Primers" for different types of publications are among the aids already published by C.S.P.A. In preparation now is a Syllabus covering the entire range of school press activities.

High lighting the year for members of Columbia is the annual critical contest in which every publication is invited to participate. This contest differs from those sponsored for professional publications in that recognition is granted not only to the few very best producers of newspapers, magazines, yearbooks, etc., but also to many additional school staffs who have shown a fair measure of initiative and skill.⁴ The best are still given top honors, but others have an opportunity to see where their work ranks in comparison with that produced in widely-scattered schools of approximately the same size. Moreover, the score sheet prepared for each type of publication gives the key to weaknesses which must be corrected to attain a higher rating. Therefore the contest serves a dual purpose of judging the efforts to date and pointing the way for the future.

It cannot be too strongly emphasized that awards are made for excellence of the publication as a whole without regard to accomplishments of any individual. The prize, furthermore, consists of little more than an honorable mention for worthwhile achievements, since press associations generally frown on elaborate material awards. All of them, in fact, are agreed that a dollar sign is not to be attached to any extension of ordinary school work.

Opposition to contests is relatively rare among schoolmen, but it does exist in some sections. Reasons for this attitude are difficult to find, though one that finds frequent expression is that there are "too many winners." The fallacy of this contention becomes most apparent when results are studied with more than a passing glance to note how many papers are given a particular

rating. In any case, it is only reasonable to expect that standards of excellence established by the press associations should have some effect on a staff. Furthermore, critical judgment of results expressed in terms of scores is bound to show that a number of papers will fall within a certain classification, just as do students within a school. Any attempt to express ratings in more exact terms is bound to reflect personal prejudice to an unwarranted degree. In the classroom, for example, half a dozen or more students may earn a percentage rating of 94 to 100. Without considering that one student may have an advantage of two or three points over the others, teachers will give all of them an "A." So it is and so it should be with publications. Scores are based on the quality of work done. The particular type and style of creative ability will vary from school to school as widely as they do from student to student. Yet there is usually a nice balance in scores achieved through comparison and contrast of good features and bad, for excellence in one field does not necessarily equal ability in another.

Any rating is worthless, though, unless it serves as a spur to each succeeding staff to maintain or improve upon it. This is perhaps the most important single objective of the contest. A publication which wins the highest possible rating offers a stern challenge to every incoming member of the staff. But it does more than that. It brings to every competing staff in any part of the country an intense desire to improve, forcing the pacemakers to keep alert for new and original ideas which can be adopted for use in their own publications. Like the never-ending race between guns and armor is the battle between the winners and the runners-up. Neither can relax his vigilance or his efforts if he hopes to keep his place.

And attainment of the topmost honor is the end and aim of every publication staff. Make no mistake about that. Advisers and editors alike are eager to use all available means for advancement to that goal. Membership in a press association and participation in the contest is certainly one such means. Failure to capitalize on it is as ridiculous as training a football team for which no games are scheduled. Without the element of competition, there is a strong tendency toward an attitude of self-satisfaction, which is fatal to all initiative. x

This is not to suggest that a publication must follow a set pattern to win contests. Neither Columbia nor any other reliable school press association has ever sought to create a mould into which publications of all schools could be fitted. Quite the contrary. Every school presents an individual set of problems, and every publication must reflect accurately and fairly the reaction of its own faculty and students to these problems. The first and last requisite for the publication is contained in the query, "Does it truly represent the school from which it comes?" In achieving this end, it can adopt standards of excellence in writing, in editing, in

(Continued on page 144)

³"The Scholastic Editor" is published monthly by National Scholastic Press; "Quill and Scroll" is issued bi-monthly by the Quill and Scroll Society.

⁴Both National Scholastic Press and Quill and Scroll sponsor critical services with ideals similar to those of Columbia Scholastic Press.

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The League of Nations Should Not Be Reconstituted

A SUMMARY OF NEGATIVE POSSIBILITIES

RESOLVED: That the United States should join in reconstituting the League of Nations.

When the negative debater begins his initial reading for the debate topic for the present year, his first study may lead him to feel that most of the proof and evidence upon the subject is in favor of the affirmative side of the case. They will see such headlines as, "Senate Adopts Peace Plan, 85-5" and "Aid to World Favored by 9 out of 10," and reach the conclusion that the people of the United States are in favor of the immediate adoption of the affirmative proposal. This, however, is not the case.

A great step was taken in American foreign policy when the Senate of the United States voted 85 to 5 to accept the resolution **RESOLVED: That the United States, acting through its constitutional processes, join with free and sovereign nations in the establishment and maintenance of international authority with power to prevent aggression and to preserve the peace of the world.** This resolution definitely commits the United States to a policy of world cooperation, but it does not necessarily indicate that a reconstituted League of Nations is the answer to the problem.

The negative debater will want to know just how this definite change in the foreign policy of the United States from isolationism to one of international cooperation will affect his arguments in this debate. Will it give the affirmative team a definite advantage, or does it mean that the United States is committed to a policy of aiding in reconstituting the League of Nations? These and a host of other questions will arise from this action of the Senate.

In answer to the first question, this Senate action does give the affirmative an advantage. It only limits somewhat the avenues of approach that are left open to the negative. For example, if the negative team had planned to argue that the old policy of isolationism should be followed by the United States, then this resolution will do real damage to this negative line of argument. It would mean that the negative would be arguing for a condition that is in direct opposition to the will of the American public as it has been expressed in various newspaper polls and by this recent Senate vote. If the negative team has prepared to argue for international cooperation as a part of American foreign policy but are proposing a plan that is not a reconstituted League of Nations, this Senate resolution will strengthen their case.

The Senate resolution does not commit the United States specifically to the proposal of reconstituting the League of Nations or to any other plan of international cooperation. It is

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Coach of Debate

*MacMurray College for Women
Jacksonville, Illinois*

isolationism for the plan of international cooperation. The details of such cooperation are not a part of the resolution.

The situation following the passage of this resolution is not too unfavorable to the negative debater. The Senate has indicated that it will cooperate in some plan of international cooperation. By its former votes and actions, the Senate has indicated that it does not favor a League of Nations as this organization has operated in the past. This may mean that the weight of public opinion and Senatorial approval seems to be upon some plan that is not the reconstitution of the League. Such proposals include an Anglo-American Alliance, a Union of the Democracies, an International Police Force, or an Alliance to police the world that would include the United States, Great Britain, Russia and China.

DOES THE NEGATIVE HAVE TO PRESENT A PLAN?

One of the questions that is always asked by the negative debaters is, Do we have to present a plan for solving the problem of post war world organization? The answer is no. All that the negative has to do is to prove that we *should not* join in reconstituting the League of Nations. This may be done in several ways.

The first method available to the negative in proving that we should not join in reconstituting the League of Nations is to attack the proposals of the affirmative directly, showing just why they should not be accepted. No counter proposal will be made under this plan which is known as the pure negative case.

A second method is known as that of the counter-proposal. When this system is used, the negative admits that there is a need for some change from the existing condition. In this debate they admit that there is a need for some form of international cooperation, but they claim that a reconstituted League of Nations is not the answer. In place of the affirmative proposal they make their own and show how it is superior to the affirmative plan. When using this system, the negative wins the debate by proving that their proposal is superior to that of the affirmative and thus that the affirmative plan should not be adopted.

WEAKNESSES IN THE AFFIRMATIVE CASE

An important part of any critical analysis of the arguments of the negative case is the determination of the points of weakness in the affirmative arguments. When the negative has determined these points, no amount of effort should be spared in the preparation of attacks

upon these vulnerable points. Some of the more conspicuous points that can be attacked are:

The League of Nations was tried for twenty years, and it ended in complete failure. This is one of the strongest arguments that can be made against the League of Nations. True, the League had some minor successes in its solving of labor problems, and the traffic in drugs, but in its major justification for existence, the maintenance of world peace, it was a complete failure. The affirmative may be able to present excuses for this failure, but for the most part they will not be convincing arguments if the negative is careful in its presentation of the reasons why even a reconstituted League will also fail.

One of the most difficult things to do in a debate is to defend a plan that has been a failure. The system of attempting to patch up an unworkable plan can be made even greater if the negative makes every effort possible to have these deficiencies of the League to appear to be insurmountable.

The League is based upon the principle of a confederation of nations, a plan that has never been successful. This theory of government has never worked. Even in the days of the Greek Confederation it is a fact that there was no real centralized authority or power to enforce the laws of the group. This resulted in the failure of the plan of government. The American Confederation from 1783 to 1789 was a dismal failure. It almost resulted in civil war between New York and Connecticut. Taxes were not collected and the government was on the verge of chaos when the federal government was formed.

The affirmative debaters have a weakness in their case because they are proposing that we reconstitute this League with the Confederation type of government. It will be no stronger than the first League and will fail at the time when it is needed most. When world conditions become so strained that war is eminent, the League of Nations will not be able to enforce world peace. It will fail again just as it did in 1939.

The League of Nations does not make a proper division between the power and the responsibility of the member nations. For example, any act of the League of Nations of importance had to be accepted by all member nations. These unanimous decisions allowed the lesser nations to determine the policies of the League by their use of this veto power. Thus Cuba could have as much to say about the policies of the League as Italy although Italy would be potentially one hundred times stronger than Cuba by almost any standard that could be devised. This means that Cuba would have an equal voting power with the United States, but could not assume one-thousandth as much responsibility for its acts in the League as would have to be assumed by our country.

This unfair balance between voting power and responsibility will again make the League a failure. The United States cannot allow small nations like Norway, Paraguay, or Iran to have

equal power with her in making important world decisions. To do so would be like allowing a group of adolescents to spend all the money that they pleased while the father assumes complete responsibility for paying all of their bills.

A reconstituted League of Nations will place an unfair burden upon the Great Nations of the world. The United States would be especially burdened by membership in the League. Financially we would only have to pay our proportionate share in its maintenance, but in the event of a war we would be forced to assume a tremendous burden in men and materials in order to enforce world peace. If we will have to maintain world peace anyway, why not form an alliance with a few of the world's great powers and thus retain our freedom of action, if we also have to assume the burdens of policing the world under either system?

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA: The dilemma is a method of strategy that is used in debate by either the affirmative or the negative team. This strategy consists of asking your opponents a question that has two obvious answers. This question should be so worded that, no matter which of the two answers your opponents select, his argument will be weakened by the choice. When properly used, the dilemma is one of the most effective methods of debate strategy known.

SAMPLE NEGATIVE DILEMMAS

QUESTION: Do the members of the affirmative team believe that the advantages of their proposed League of Nations are great enough to repay the people of the United States for the loss of sovereignty that will result from joining the League?

IF THEY ANSWER YES: We feel that the affirmative debaters are placing a very low value upon the hard won independence of the United States when they are willing to surrender our independence to this already proven failure, the League of Nations. When they speak of the advantage of the League of Nations, they are speaking in vague generalized terms, since we feel that they cannot point out any really important advantages that the old League can be proud of. If the history of the new League is to be as unproductive of world peace as the last, why should the United States give up its independence and freedom of action to gain membership in a world organization that will eventually fail? It must be remembered that, once we are members, we will not be able to withdraw from the League. If we could withdraw, the value of the League would be practically nothing. If we cannot withdraw, we sign away our independence the day that the United States becomes a member. We feel that the membership fee is too high.

IF THEY ANSWER NO: The affirmative debaters feel that the advantages of membership in the new League of Nations are not great enough to repay the people

of the United States for the loss of sovereignty that will result from our joining the organization. In making such a statement the affirmative have practically admitted that the United States should not join in reconstituting the League of Nations because the cost in individual liberty is too great.

QUESTION: Do the members of the affirmative team feel that a League of Nations will have a better chance of being successful following the present war than it had at the time the first one was founded? Is the membership of the United States in the League the factor that will determine its success?

IF THEY The stand of the affirmative
ANSWER YES: seems to be the usual one of the person who is always hoping for success but who never quite gets it. The affirmative feel that a new League of Nations will have a greater chance for success than the old one had, and they further add that the membership of the United States in this League is necessary for its success. We do not feel that such a line of argument is strong enough to induce the United States to join in the reestablishment of a League that has been a complete failure.

The line of argument may be summed up somewhat as follows: Of course, everyone knows the old League of Nations was a failure, but the new one will be a grand success. All we need is for the United States to come in as a member and give up its sovereign rights, and this failure will be transferred into a success. Such thinking is not strong enough to induce the United States to join this defunct organization.

IF THEY The members of the affirmative
ANSWER NO: team do not feel that the new League of Nations will have any better chance at success than attended the last venture into international government. If they have no more faith in their own proposal than is shown by such an answer, we feel that they will be unable to convince this audience that we should join in reconstituting the League of Nations.

QUESTION: Are the members of the affirmative team willing to admit that the failure of the League of Nations was probably due to its inability to enforce its own decisions?

IF THEY The affirmative debaters will
ANSWER YES: admit that the failure of the League of Nations was due to its inability to enforce its own legislation. What they propose is that we reconstitute this same League with this same inability to enforce its decisions and plunge into another period of international turmoil. If the League failed once because of a faulty structure, we fail to see any reason why it should be tried again and allowed to fail in the same way. Why not try some system that is not doomed to failure?

IF THEY The affirmative debaters are not
ANSWER NO: willing to admit that the cause of the failure of the original League of Nations was its inability to enforce

its own decisions. To prove that their contention is wrong, let us look at the attempt to enforce sanctions against Italy during the aggression against Ethiopia. Even a nation like Italy was able to defy the decisions of the League.

Other examples of this weakness in the League came when Germany, Japan, and Italy withdrew from the League because they resented some of the decisions that had been made.

We feel that if the League had been able to enforce some of its decisions in the early 1930's our present war would have been averted.

Editor's Note: This is the second of a series of four articles by Harold E. Gibson on the current high school debate question.

I'm Dreaming of a White Christmas

MARY HAMILTON

*Librarian, Bessemer High School
Bessemer, Alabama*

AN EXHIBIT for the library! Everyone was puzzled. Something different, yet with Santa Claus and Christmas. Books were examined, suggestions discarded, "why nots" discussed.

The dismissal bell rang; the crowd strolled, walked, and pushed through the hall, but above all was the hum of a popular song. There it was! Immediately, the staff went into action: Who's got a copy of the music? Let's put Santa Claus on skis. We need a village. Get the old Christmas supply box down. Then came frantic telephone calls for a doll and a bed; and visits to stores for supplies. Now let's put it together: the snow mustn't be smooth—get little boxes



for drifts. What about skis? Make them out of these pieces of tin from a notebook lock. Ski sticks? Use teacher's hat pins! Harness the reindeer with twine. Make tiny packages for the sled on skis. Paint the doll's eyes asleep. Get the art department to paint the window and walls for the corner of the room. Ah-ah-choo! sheet music has fallen; hang it up again; straighten the doll bed; too much snow drift here—now too much crystal snow sifted in the air. The let's see. That's O.K.

Here come the students; what do they say? "What is it? Oh, she's 'Dreaming of a White Christmas!'"

War Effort at Guyton

IT WOULD be impossible to teach in the modern manner and avoid the reflection of this country's wartime activities in any classroom. Consequently, there are many to report. Some are common to every school in our city, perhaps, in that they are part of city-wide projects.

An activity of the entire school was our scrap drive, into which the pupils threw themselves with a will. There was fullest participation, in spite of the fact that no prize was offered for the greatest amount, nor was any competition used as a device to spur the youngsters on. Some rooms made a point of knowing that every pupil had made a contribution. Such wholehearted cooperation without any hope of personal reward was a very good sign. In fact, on learning that there would be later scrap drives made, even after the first drive was over, pupils continued to bring in scrap whenever possible, so that after the removal of the original pile we had another of very respectable size.

The 8A class held a "Victory Fair," a social occasion, for which the motif was the V for victory. Admission was ten cents, plus wanted scrap, phonograph records, silk stockings, or the purchase of a war stamp which wouldn't otherwise have been bought.

The 8A girls decided that they would like to wear corsages for graduation Tuesday and decided that war stamp corsages would be more patriotic than would the luxury of flowers, and so corsages were procured, and since the only ones available were some made up for Christmas use, with holly leaves, pine cones, and red berries, a committee of the girls bought red, white, and blue ribbon and arranged it on the corsages, in place of the other background. They took more pleasure in these corsages than they would have in orchids.

Our Junior Red Cross Council is made up of representatives elected by each section throughout the school. They meet every week, and decide on activities to be carried out by the school, also form the connecting link between the organization and the pupils themselves. They have done some interesting work. Hospitals have received scrap books, and USO groups have received menu cards decorated appropriately, Christmas boxes were filled—to mention a sampling of their activities.

Plane spotting is now a regular part of intermediate class work. Not only are discussions held, but pictures and models made by the youngsters are used.

A First Aid class is conducted along much the lines used by both Boy and Girl Scouts.

Discussion, at regular intervals, of the effect of the war on the people remaining at home is a part of the upper grade mathematics work. Emphasis is on legislation and wartime regulations—such as various types of rationing, taxes

DOROTHY HALDY

Guyton Elementary School
Detroit, Michigan

and price ceilings.

Also in upper grade mathematics classes, the boys and girls work with actual figures that give the picture of the nation at war in their work. To illustrate, when the 7B class studied graphs, they used those showing wages of soldiers of different ranks, of the rationing of various articles of food in different countries, of production figures in different months. Some of the graphs were those they had found and brought into class. Others they made from figures they studied. Industries were studied by the 8B people in much the same manner.

One group is keeping an attractive scrapbook of newspaper clippings they choose as indicative of the changes and developments on the home front.

A number of the classes have been studying nutrition. They have prepared a number of interesting charts indicating food needs to keep maximum health standards. One group prepared a hall bulletin board on this subject. Some of the young children have made up little verses about food and health, which they have illustrated with colorful drawings.

Two brothers who are gifted musically have composed a song to which their classmates have set words. The song is entitled "Save, Serve, and Conserve." Incidentally, they have also made up another set of words to use with the melody, so it is completely appropriate as a school song.

A chart was prepared and hung in a place of honor to show what brothers, fathers, and former students have joined the armed forces.

Members of an arithmetic class are keeping record of meat consumption in their homes to decide whether already suggested allowances for each person and family will prove satisfactory.

In the auditorium, such occasions as Armistice Day and Thanksgiving have provided invaluable opportunities for the pupils to learn and express democratic ideals in an excellent series of programs. Sometimes the boys and girls wish to present an idea that they feel deserves emphasis, and they investigate a program and assembly at other times than special days. One assembly was called in this way to promote the sale of war stamps and bonds.

Air-raid drill procedure forms a part of our program. Wardens are on duty at doorways and other strategic locations. Each teacher is assigned a warden to assist in case of emergency. The first aid corps, working under the direction of a teacher, is prepared to help. This group is composed of pupils who have had our first aid course.

Even the first grade children play a part in
(Continued on page 135)

School Radio Program

A "CHILDREN amateur hour" is often a sort of popularity contest with votes sent in on postal cards. This brings out many children to participate in the show and gives the station, show producer, and sponsor an idea what the public likes best in youthful entertainers. Yet in spite of this, it is practically impossible to guess who the winner will be each week as children come from all four corners of the community within hearing distance of the radio station, and cards are sent in accordingly, and because of that, I have come to some of the following conclusions:

HUMAN INTEREST STRONGEST ASSET

Some little tot of three or four, whose endearing mother or aunt taught him the words of a popular song or a Mother Goose Rhyme may walk up to the mike, and without the aid of a musical background say the most difficult words with a baby lisp and walk away with the first prize of the week by postal card votes, although some older child might have struggled through a dozen pages of the "Poet and the Peasant" on the piano. Or it may be three little sisters singing a well-known song, all off key, and the radio staff in the studio wondering how they ever sieved through the audition, yet those who constitute the public are fickle. They know what they like, and whoever plays on their heart-strings, that's the one that gets their vote.

SONGS THEY LOVE BEST

Let a tiny tot born before World War No. II sing a popular hit of World War No. I or old favorite "Rose of Washington Square" or "Oh! Oh . . . You Big Beautiful Doll" and it does something to the public. The cards just come pouring in—many of them not remembering even the child's name—just writing in "My vote goes to the tot that sang "Johnny Get Your Gun." That may be a reason why these old-time favorites receive so many votes. Children programs are usually on during the morning hours, when the radio is turned on by housewives and older people who love to hear these old tunes when they themselves were part of a young, hectic, exciting world.

LITTLE MUSICIANS

Of course every child cannot be a musical genius. First, they must go through the painful first stages of scales and finger exercises, rondos and minuets. Music teachers often work for months with them on just one composition, bar by bar, page by page, seeing to it that the fingering is letter perfect, that the count is whispered out properly, that the child grasps all the notes in the final chords with his tiny pudgy fingers. And of course that composition becomes the child's "war horse," he plays it on every occasion—for friends, for relatives, and for guests on a radio children's program. It is a highly im-

SOPHIE MILLER

Radio Entertainer, Script Writer and Producer of "Sophia and Joshia" over WKNY in Kingston, New York

portant event in his life and the life of his teacher when he is to appear on the air. This is reflected by his trying to remember not to make the usual mistakes as he laborously and deliberately plows through the composition so that there is neither fluency, nor smoothness, nor pleasure in listening to it, and the child and the audience are exhausted by the time he finally reaches the last chords and receives his studio applause.

The work of such entertainers may be of great interest at a music teacher's recital for fond parents and relatives, but it is painful over the air. Therefore, an urchin, playing by ear, with a "false" base, some popular song in free, easy style will receive many more votes than the partly trained child musician.

TIMELINESS AND WAR EFFORT

A niece of a popular local Marine may sing the "Marine Hymn" and dedicate it to her Uncle Joe, which will have a terrific audience appeal. A soldier may send home some poetry he wrote, and his little tot will read it over the air. A little boy may write a composition on what he would do if he were mayor of the town, what improvements he finds necessary to be made through his youthful eyes—a bicycle lane with pop-corn stands every few blocks, a swimming pool for winter and summer so the local youth can practice someday to participate in the Olympics. Of course, schools can always work right along with such local children's radio programs. When they find that some youthful author has written a timely creative composition, it would be well for a teacher to get in touch with the person handling the children's programs. Such a number brings out the competitive spirit in children and makes the exercise more than a classroom effort. Such assignments as "Write a plea for the Red Cross," "For more Nurses' Aids," "More War Stamp Selling," etc., may be followed by the best ones' being read over the air on the children's programs.

THE OLD RELIABLE GROUP SONGS

Several children with childish untrained voices in fresh youthful style, singing "Old MacDonald had a Farm"—"with a chick, chick here . . . and a chick, chick there," adding their own sound effects, brings back fond memories to many listeners and will always get a big hand. It is strange that children do not seem to be taught these group songs in schools nowadays, but they still sing them in parks under the leadership of park supervisors. They are always good to fill in time on a children's program, but usually

there are a few who do not know any of these songs and must be taught on a moment's notice!

BANNER SCHOOL AWARDS

A school radio program can also be run on the commercial postal card popularity idea—the school or grade, receiving the largest number of postal card votes to get a “Radio Program Banner” that can be placed in a conspicuous corner of the school and room. If such a banner is made to travel every week, the competition will become stronger and more exciting. Each school group will want to bring out its best talent and tell the most people to listen and send in votes. Or it can be tied up with War Stamps selling, everyone buying a 10c stamp, being thereby entitled to cast a vote for a school or grade program. This will need the right type of publicity and electioneering, but the result will be . . . “Please, Mr. Green, buy a war stamp and vote for our school!” The results may be read over the radio program each week. That will boost up War Savings Stamp selling in each school.

A school radio half hour show is more than just a program. It is of civic and human interest to every niche of the community, for at least twenty-five children may be heard each week—nearly 1,000 pupils throughout the school term. It can be tied up with many civic and welfare ideas beneficial to everyone.

A Program Number for a Pep Assembly

OSCAR W. KOLBERG

Editor, “The Rostrum”
Lead, South Dakota

PEP ASSEMBLIES can arouse proper school spirit on the part of all. To do this the program must be carefully planned. Some principles to be observed are:

1. All numbers must be short.
2. Introductions of numbers must be short and informal.
3. Numbers must be either humorous or peppy.
4. The entire program should be planned around a central theme.
5. The participants, including the chairman, must all enter into the spirit of the program.
6. The program itself must be worth shouting about.

A program which observes these points was presented in Lead, South Dakota, High School, with the central theme, “Pep from the Lead High Pep Machine.” Here is the idea.

Assemble the “Pep Machine” from “flats” of stage scenery to make a box about six or eight feet on the front, six feet from front to rear, and as high as the “flats.” Arrange the “flats” so there is a door at the rear and another at the front of the machine. The front should be decorated in the school colors, with suitable pen-

nants bearing slogans, etc. The “controls” of the machine may be made as elaborate as desired—using dials, knobs and switches. To create the appearance of a machine more completely, a crank for the operator to turn should be attached to the front of the machine.

Inside the machine, place one or two students equipped with a variety of noise makers. Cymbals, large pans, bicycle horns, whistles and drums may be used. The machine operator and the noise-maker must have a peep hole through which to signal or else have previously planned the noises so that a certain position of the dials produces a particular noise. At all events, the noise must synchronize with the turning of the crank of the machine.

The following head program was presented with the “Pep Machine” as the central theme.

1. Lively number by the pep band as students enter the gymnasium.
2. Cheer leaders lead a yell that falls flat.
3. The Chairman suggests that more pep is needed and proposes that the cheer leaders be given a charge of “Lead Hi Pep.” Thereupon the cheer leaders are sent through the machine amid noises and high speed flashes from the machine. On coming out they lead a spirited yell.
4. It is noticed that the faculty are not cheering, and so the chairman asks the students if they should be pepped up. (Prior arrangements made with the faculty for this number.) The faculty is sent through in groups of two or three. Their trip through the machine is accompanied by varied noises from the machine. Each group reacts differently, some coming out dancing, others yelling, others goose-stepping, etc. Supplying each with a cheering section pennant and cane as they went through the machine helped.
5. Several lively cheers.
6. A speaker to arouse enthusiasm. A “charge” from the machine helps to give him a good send off.
7. What effect will “Lead Hi Pep” have on “opposing team”? (Opposing team is impersonated by a local boy wearing the school colors of the rival, or better still, a football or basketball suit of the rivals. He is sent through the machine amid weird noises and comes out bandaged and on crutches.) The chairman’s introduction to this number uses the words in the title of the number as stated above and repeats them so the audience is impressed by them.
8. Send players of the local team “through” the machine.
9. Cheers for the team.

This program can be varied and rearranged to suit the occasion. Band numbers may be interspersed, if this seems desirable.

This program proves stimulating because it produces its own enthusiasm.

Citizenship has its duties as well as its privileges.—Harrison.

School Assembly Programs for December

DECEMBER

Shout now! The months with loud acclaim,
Take up the cry and send it forth;
May, breathing sweet her Spring perfumes,
November, thundering from the North.
With hands unraised, as with one voice,
They join their notes in grand accord;
Hail to December! say they all.
It gave to earth our Christ, the Lord.

—J. K. Hoyt

As December is a short school month, it is the practice in certain places to hold only three assemblies between Thanksgiving and Christmas. This year December begins on Wednesday, and Christmas day falls on Saturday, three and one-half weeks later. Thus it is possible for most high schools to hold three programs in addition to the traditional Christmas assembly.

In this article instead of following the usual procedure of proposing one program for each week, six outlines for possible programs will be presented. This will enable schools to select the programs or parts of programs which are best adapted to their needs and resources. Some schools may wish to combine certain features of two or more programs, or to shorten the length of the assembly period and hold programs more often.

These six programs are related to topics which are particularly timely during the month or significant events which are generally observed in schools during December: December 1-3, Home Economics Assembly; December 6-10, Pearl Harbor Day Assembly, December 7, or Health Assembly Program, to be held sometime during the week; December 15-19, Bill of Rights Day Assembly, December 15, or Aviation Day Assembly, December 17; and Christmas Assembly Program, during the week of December 20-25.

HOME ECONOMICS ASSEMBLY

The question is often asked as to the reason why there are not more assembly programs growing out of the work in such subjects as science, home economics, and mathematics. These fields offer excellent opportunities for presenting interesting and significant programs. In this series of articles some emphasis is being placed on using the work carried on in these departments as a basis for certain programs which are interesting and of educational value both to the students who participate in them and to those who make up the audience. Two programs directly related to the home economics department activities will be suggested this year. The week following Thanksgiving seems appropriate for the first of these; the second will appear in the programs suggested for the month of March.

The writer of the suggested program for the Home Economics Assembly for the week following Thanksgiving is Miss Lillian M. Forcht, a student at the Illinois State Normal University, Normal, Illinois. The time for giving the pro-

gram is approximately thirty minutes.

WHAT TO WEAR

PREFATORY DATA: The group planning and producing this program is made up of three home economics classes: a girls' class of seventeen juniors and seniors, a boys' class of fourteen juniors and seniors, and a girls' class of eight sophomores. This makes a group of thirty-nine individuals.

The group enlists the assistance of the school band, which has thirty members. Following is a list of committees: Script and Music Arrangement, four boys and three girls; Stage, four boys and two girls; Announcers, three boys and seven girls; Models, three boys and thirteen girls; Band, thirty. In a high school with an enrollment of one hundred fifty, over one-third of the students have a part in the program.

Students who do not have clothing fitting to the situation to be depicted may be encouraged to work on stage or script, or to serve as announcers as the models appear. A problem in directing such an activity is in keeping the models from dashing onto the stage and out of sight again. They also must be encouraged to have individual paths to walk through the same steps.

The attitude of the student body toward boys' classes in home economics has a great deal to do with the success of this assembly. It is assumed here that the students endorse the participation of boys in such activities. If they do not, there are ingenious ways of leading them to accept boys' home economics classes through just such a program as this. Perhaps boys who are idolized by the whole school, football stars, or other popular boys could be chosen to model the clothes in the following outline. Through following the example of these boys, the underclassmen, and others in school as well, will begin to think that a home economics program for boys is appropriate.

More may be added to the script when the costumes are gathered and the models have been decided upon. The band may play all of each selection of music or phrases of them, depending on how the time works out.

FOUNDATIONS OF THE ASSEMBLY

The band plays "My Sweet Little Alice Blue Gown" as the students take their places in the auditorium.

Boy announcer from balcony or side of the stage: "Who of us has not wondered at times what to wear on different occasions? Our purpose today is to give you a general idea of what to wear at social functions which you will likely encounter. We of Boys' Home Economics II, Girls' Home Economics II, and Girls' Home Economics III, hope that you will remember these suggestions and that they will be of help to you now and later."

The band plays "School Days."

GIRL ANNOUNCER: "The well-dressed girl at

school—(a girl dressed in a tight black satin dress, bracelets, jewelry, spit curls, excessive make-up, hose, and high heels has comically draped herself on the model stage.) Hey! How did you get in here? (The girl looks hurt and very insulted and slinks out.) Yes, the girl with high heels and spangles has long ago been disapproved of at school. A sensible, comfortable costume is the thing. (Girl model enters in skirt, sweater, and anklets.) This attractive girl plays safe at school and wears a pretty and harmonious combination of sweater, skirt, anklets, and comfortable sport shoes. On other days she may wear blouses with her skirt, or a simple tailored school suit. The two-or three-piece outfit for school is a very practical one. (Another girl model.) This girl, too, is ready for school looking bright and becoming. The conservative jewelry accents the interesting points of the simple tailored dress. Anklets or hose and comfortable shoes complete the costume."

BOY ANNOUNCER: (Boy model.) "Here is an admirably dressed young man in a slipover sweater, shirt, tie, dark trousers, and sport shoes for school. (Boy model.) Shirt and slacks outfits are comfortable and attractive for school. Two-or three-piece suits, corduroys, coat sweaters, and sport shirts are also approved. "T" shirts and costumes appropriate only for active sports are not approved."

The band plays "Take Me Out to the Ball Game."

GIRL ANNOUNCER: (Girl model.) "For spectator sports, a smart sports dress, hose, and spectator pumps are in order to cheer for the alma mater or the favorite team. Clothes approved for school are also approved for attending sports events. (Two girls enter—one in coulottes and one in slacks.) These girls are ready for a mighty game of tennis or hockey or any other active sport. School clothes are approved for men's wear for spectator sports. Clothing approved by the physical education department is worn in boys' and girls' athletics at school.

The band plays "We'll Carry Our Own."

GIRL ANNOUNCER: (Two girl models—one in a suit and one in a school dress—both with hat, gloves, purse, and hose.) "These girls go shopping with purse, gloves, hat, hose, and comfortable shoes. They'll carry their own purchases and avoid needless deliveries, which waste gasoline and rubber. For boys, school clothes are acceptable while shopping."

The band plays "The Old Rugged Cross."

GIRL ANNOUNCER: (Two girls—one with a suit and one with a dress.) "Suits and dresses always with hats, gloves, purse, hose, and better shoes are good for church, plays, and lectures."

BOY ANNOUNCER: (Boy model.) "The correct thing for a boy to wear at church is a costume of suit, shirt, tie, shoes appropriate for the season, and handkerchief in the outside breast pocket of the coat, usually to match the tie or socks."

The band plays "Tea for Two."

GIRL ANNOUNCER: (Girl in better dress, hat,

gloves, purse, hose, and dress shoes.) "This lovely lassy is ready for a reception or a tea. Note the graciousness and harmony of her costume. This type of costume is approved in most situations, but there are two exceptions. First, for all school uninvitational, informal teas, school clothes are appropriate. Second, for invitational teas, where it is specified as semi-formal, semi-formal dresses with any length sleeve may be worn. However, this second type of tea is not customary in our school. For boys, church costume is approved for teas, unless it is an informal school tea. School clothes are worn at these."

The band plays "On the Swing Shift."

GIRL ANNOUNCER: (Girl model in better dress, hose, and dress shoes.) "A better dress, hose, and dress shoes are acceptable for informal dances, class parties, and occasions of this kind. Clothes preferred for boys' church wear are used here also. Boys and girls both wear school clothes to matinee dances."

The band plays "Moonlight Mood."

GIRL ANNOUNCER: (Girl model in formal and slippers.) "Formal dances, dinner dances, and Junior-Senior Prom can come now for here we are exquisitely dressed in a lovely gown and formal slippers. Extreme lines in formal gowns are unpopular at our school. For dinner dances, dinner dresses or modified formals are good. At our school, the attire approved for church is also acceptable for boys at formal dances."

The band plays "This Can't Be Wrong."

PEARL HARBOR DAY ASSEMBLY PROGRAM DECEMBER 7

At the State College High School, State College, Pennsylvania, all assemblies are planned by an assembly co-ordinator, who happens to be the speech teacher. Clubs, classes, and other activity groups are urged to sponsor programs. The Junior Red Cross, the School Council, the Music and Arts departments, and the Science classes all had programs last year. The Pearl Harbor Day Assembly Program, given December 7, 1942, which is presented below was planned as a project by an eleventh grade speech class.

The Music and Social Studies departments co-operated in the final performance. Staging, acting, and singing were the work of the speech class. The program took most of class time (four periods a week) for two weeks. It served as the final examination in speech practice for the class members. The use of classroom material as basis for assembly programs seems a logical procedure, particularly in speech work. Miss Janette Burns, Assembly Coordinator and speech Teacher at State College High School, contributed the program which follows. This could easily be adapted for use this year. Singing of "The Star Spangled Banner" by the entire assembly

Flag Tribute, followed by the Pledge of Allegiance and Flag Salute. (This particular tribute was written by a local woman interested in education, but a good plan would be for a group of students to write an appropriate

tribute.)

Devotions—Scripture Reading and Prayer. (The Prayer by Stephen V. Benet which appeared in the Forward Leaflet for the Advent season of the Episcopal Church was used here.)

Introduction to the Program Proper—A short original skit prepared by the assembly coordinator was used here to lead into the Pearl Harbor Day theme.

The Bill of Rights—A brief exercise based upon the list of the Bill of Rights and a corresponding Bill of Duties which was published in the November, 1942, issue of the *Journal* of the National Education Association.

"Time Is Short"—A Playlet, using the radio type of presentation. This was put out by the War Writers Board and furnished to our school by the National Thespian Society.

Song—"America the Beautiful"—Sung by the entire assembly, with a descant chorus by the A Capella Choir.

Introduction of the Victory Corps Project—Social Studies Department.

As a program is being suggested for the observance of Bill of Rights Day during December, perhaps it would not be wise to include an exercise on this program dealing with The Bill of Rights. The Introduction of the Victory Corps Project is another feature of the above program which would probably be out-of-date or would not fit local conditions. The following could be substituted for parts of the above program which are out-of-date or inappropriate:

A student forum to discuss problems connected with the war or postwar problems

A tableau by girls making surgical dressings for the Red Cross or doing some other type of work connected with the war

A short playlet to be written by a local person and called "Men Without Music" given to stimulate the collection of records for men in the Armed Forces

A talk by some of the graduates or former students who are on leave from the Service at the time

PERSONAL HEALTH ASSEMBLY PROGRAM

Health is the first objective of secondary education, and it should be given more stress through assembly programs especially during the present school year. The enormous number of persons who have been rejected for service in our armed forces for health reasons should make the schools health conscious. Due to the fact that schools are starting drives connected with health activities such as the sale of Christmas Seals about this time, makes the second week in December an appropriate time for an assembly on health.

Such an assembly should have as its purpose an appreciation and understanding of the importance of good health and physical fitness; to instill ideas of happy, safe, and sane living; to make the school and community health conscious; to give publicity to the physical fitness program the school is carrying on in connection with the wartime program; and to develop within the student appropriate health habits and at-

titudes. The following might be helpful to schools in developing an assembly program on health:

Selections by the school band or orchestra

Talk—"Health as a Patriotic Duty in These Times"—Student

Presentation of a Health Code—Student. (This code should be formulated as a result of discussion in homerooms.)

Play dealing with health—Dramatics Club or Health Class

Srowing of a film dealing with health problems. (There are many such films which can be borrowed by schools)

Short Talks—"Health Heroes"—Students. (These talks might be confined to three minutes and each deal with some person who has made an outstanding contribution to health)

Talk—"The Value of Community Health"—Student. (This might deal with the federal, state, and city or local agencies to promote health)

Talk—"The High School's Program to Teach Health and the Importance of Health Education in Connection with Winning the War"—High School Principal

Announcement of the Christmas Seal Campaign for the Prevention of Tuberculosis—Teacher

It is suggested that this program be followed up in the homerooms by the development of health slogans, rules, mottoes, and quotations. Many schools give an assembly of this kind in

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connection with a health campaign or week which they observe annually. Health and safety assembly programs usually overlap but the two are so closely related that it is next to impossible to separate them. There are numerous organizations and agencies which supply abundant material for use in developing programs on health. However, the best material for a program of this kind will come from the program which the school is being carried on to realize the objective of health among its students and in the community.

BILL OF RIGHTS DAY ASSEMBLY DECEMBER 15—152ND ANNIVERSARY

There was considerable criticism of the Constitution as drafted by the Convention of 1787 because it did not afford sufficient protection to the rights of individuals and the States. In order to meet this objection it was agreed that amendments to it would be submitted for ratification after the original draft had been approved. At the first session of the First Congress twelve amendments were voted and submitted to the States. Ten of these were duly ratified and are now popularly known as the Bill of Rights.

They guarantee, among other things, freedom of religion and speech, the right of the people to assemble peaceably, the right to petition the Government, the right of private property, and the right of trial by jury. They forbid cruel and unusual punishment and the exaction of excessive bail, and they provide that the powers not delegated to the United States nor prohibited by it to the States "are reserved to the States respectively or to the people."

In 1941 when the 150th anniversary of the Constitution was being celebrated, a movement was started to get December 15th set aside as a Bill of Rights Day to stress the significance of the rights and privileges as well as the corresponding responsibilities of American citizens living under the Constitution. The idea struck a responsive chord in public officials, and last year Bill of Rights Day was observed widely in every state. An organization called the American Bill of Rights Day Association, to promote this event and develop programs for its observance, has been formed with headquarters at 39 Highlawn Avenue, Brooklyn, New York. The suggestions for a Bill of Rights Day Assembly Program for high schools which are given below were contributed by this organization:

Invocation at the beginning of the function by a prominent local minister and a blessing at the end. Select a Catholic Priest and a Protestant minister to perform these functions, and make sure that members of the Hebrew race are given recognition on the program.

There should be a school band or orchestra to play patriotic (not popular or jazz) music during the program, perhaps preceded by singing "America" and closed with the "Star Spangled Banner."

Secure a prominent speaker on the subject of "The Bill of Rights" or some topic closely related to the meaning, history, or significance of this

document. This might be a public official or lawyer familiar with history and Constitutional Law.

Other speakers might be the mayor of the town, the high school principal, and two or three talented students to deliver talks on various aspects of the Bill of Rights, American Ideals, or the Responsibilities of American Citizenship.

A short play written and presented by students dealing with the history or meaning of the Bill of Rights would be appropriate.

A committee composed of local citizens and students should plan the program and serve as its sponsor. The assembly should be publicized in local, county, and school newspapers. The public should be invited to attend.

If time permits, a talented student might be selected to lead an open forum discussion at the end of the formal program. Some topics which would be appropriate for use as a basis of this discussion are: Freedom of Religion, Freedom of Speech and the Press, Recognition of Individual Worth, Free Education, Right to Vote, Our Responsibilities.

AVIATION DAY ASSEMBLY PROGRAM, DECEMBER 17

The anniversary of the first successful flight in a heavier than air machine by the Wright brothers at Kitty Hawk, North Carolina, on December 17, 1903, has been observed in many ways in the intervening years. Due to the significant part which the aerophone has come to play in modern civilization, it is fitting that this event be observed widely in the schools each year. The age in which we are living has been called the "Air Age." Under government sponsorship, an educational program has been launched to make youth "air-minded."

Material for use in developing a program for Aviation Day may be secured from industries engaged in the manufacture of aeroplanes, from the United States Office of Education, Washington, D.C., and from the Civil Aeronautics Administration, Washington, D.C. High schools are offering this year a course in preflight aeronautics. Many of the activities engaged in by the High School Victory Corps deal with aeronautics. High school students have during the past two years built thousands of model aeroplanes used by the Navy and other branches of the armed forces in training boys for the Air Corps. Thus it is obvious that interest in aviation in high schools is at a high pitch. This should be one of the most interesting assemblies of the year.

The following outline might be helpful or suggestive to the assembly committee in arranging a program suitable for Aviation Day:



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Chairman—Member of the Aeronautics Class
 Selections—by the school orchestra or band
 Talk—"The History of Aviation"—Student
 Talk—"The Wright Brothers and their Contribution to Aviation"—Student
 Demonstration—"What Makes a Plane Fly"—Science Class
 Reading—"Darius Green and his Flying Machine"—Student
 Motion Picture—a suitable picture based on the theme of the romance of aviation may be secured from many organizations interested in aviation.
 Talk—"Vocations in Aviation"—Student (Booklets on this topic may be secured from the United States Office of Education, Washington, D.C.)
 Essay—"Eddie Rickenbacker and Other American Aces of the First World War"—Student
 Discussion—"The Part Aviation is Playing in the Present War"—Led by a Student
 Group singing

CHRISTMAS ASSEMBLY PROGRAM

There is a wealth of material in the way of Christmas stories, plays, poems, and games which can be presented with varied programs in school assemblies. It is fitting from time to time that a history of the Christmas holiday be given to students. *World Book*, edited by M. V. Shea, Volume III, page 1370, contains an excellent presentation of the history of the Christmas holiday which can readily be adapted for an assembly program.

Secondary school literature contains much good material in the way of Christmas stories. The following stories can be readily adapted for school use: Henry VanDyke, "The First Christmas Tree"; Washington Irving, "The Sketch Book"; Charles Dickens, "The Christmas Carol." Many other stories could be added to the list.

What could be more appropriate than an assembly devoted entirely to Christmas poems? Many schools have given excellent assemblies of this kind. As the Christmas season approaches, current periodicals abound with Christmas poems.

Plays and pageants which fit so admirably into Christmas programs should not be overlooked. These are too numerous to mention.

The following Christmas Day assembly program is typical of what might be given by high schools:

Orchestra selection—Medley Overture, "Beneath the Holly"
 Song—"Silent Night"—School
 Reading of Paper—"Why We Observe Christmas"—Student
 Orchestra Selection—"Kingdom of Peace" by Prevelyan
 Play or Pageant—"Christmas in Many Lands" (In connection with this play or pageant, it is suggested that carols appropriate to these lands be used during the presentation)
 Recitation—A Christmas Poem—Student
 Song—"Boar's Head Carol"—School
 Recitation—"The Spirit of Giving"—Student
 Closing selections by school orchestra

War Effort at Guyton (Continued from page 128)

their country's effort. They call themselves wardens, and have prepared a booklet giving a little verse which tells how that child helps by eating healthful food, by not getting in mother's way at home when she is busy, by doing their daily tasks. In the book is included a snapshot of each member of the class.

Guyton is taking part in the national Schools-at-War program, and has prepared a scrapbook giving a sample of various types of activities. A display for a P.T.A. meeting was prepared.

One 8B section has instigated a stamp-and-bond drive that has been overwhelmingly successful. It was begun just before last December 7 and has continued since. During the campaign so far, pupils have composed and delivered a series of talks to the entire school to stimulate war stamp sales. They have prepared calendars for the entire building, showing the date on which bonds are sold in red. In the hall have been numerous posters which they have made with the guidance of the art teacher. They have on display a bulletin board giving the totals achieved by the three leading groups.

One ingenious device used to good effect was to work up a scale with certain totals equivalent to army ratings. Paper replicas of the insignia have been made, and when results are compiled for the school the appropriate insignia are put on the classroom doors. By now, we are an army of officers, for there are no rooms left whose rating is that of private. In math class we have figured the per cent of increase since they have handled the drive. It is 347 per cent.

There are many more activities being carried on throughout the school. Wherever possible to make a choice of material to study, the selection has been in favor of a subject related to war effort, as in reading classes, where we have studied airplanes, and made models of them, or studied safety at sea, to take up the various means provided for safely crossing the ocean, and changes due to war. Notebooks show how interested classes are. In art class, where much of the art work for these activities is directed, definite projects lend themselves to the subject. One class has made interesting paintings of current scenes—children hauling scrap, housewives working to free someone for the war effort, men in uniform, etc.

Fully as important as the subjects about which these activities have been built is the manner of building. We have been at particular pains to develop certain attitudes in the pupils. We have invariably tried to remove overstimulating influences making for insecurity in the child's outlook. Instead we have tried to develop democratic ideals by democratic procedures. Insofar as we have felt the boys and girls could understand, we have attempted to make clear the reasons behind the policies and actions of the government—not a blind loyalty, but rather an appreciation of the difficulties of the situation and how a democracy finds its way out of such problems as confront us.

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News Notes and Comments

The United States Junior Citizens Service Corps

The United States Office of Civilian Defense has established the Junior Citizens Service Corps for boys and girls under sixteen. For complete information regarding this movement, send five cents to the Superintendent of Documents, United States Government Printing Office, and ask for OCD Publication 3623.

Oglala Light, duplicated publication of the Community High School, Pine Ridge, South Dakota, reflects the doings of a high school active in extra-curricular affairs.

An Improved School Activity Calendar

A wall calendar convenient for showing the dates set for the activities of a school is being distributed free by The Teacher's Service Bureau, 6642 Delmar Blvd., St. Louis, Missouri.

The November number of *Scholastic Editor*, official organ of the National Scholastic Press Association, gives a complete list of the ratings given 1943 yearbooks.

New Type of Visual Aids Catalog-Directory Now Ready

A new and improved type of visual aids catalog-directory, entitled "Slidefilms and Motion Pictures, to help Instructors," is announced by The Jam Handy Organization, 2900 E. Grand Blvd., Detroit, Michigan, and will be sent free upon request to any teacher, school, college or educational group.

The October number of *Exchange*, official organ of the National Duplicated Paper Association, illustrates the many possibilities open to schools that cannot afford a printed newspaper. Smaller schools that do not have a school newspaper should write to Blanche M. Wean, Danville, Indiana, and ask for a sample of the *Exchange*.

"New Songs for Schools at War" has been prepared by the Education Section of the United States War Finance Division in cooperation with the Music Educators National Conference for use by music teachers and supervisors in elementary schools.

Enid (Oklahoma) High School Activity Association purchased a \$5,000 bond in the third war loan campaign in September. The principal source of revenue is from football game receipts.

A New Textbook in Journalism

"Exploring Journalism," by R. E. Wolseley and Laurence R. Campbell, offers a new approach to the teaching of that subject. It is published by

Prentice-Hall, 70 Fifth Avenue, New York City. Students and teachers of journalism are finding in this book 482 pages of valuable help. Only examination of the book will do justice to its content.

A bulletin setting forth the editorial needs of *School Activities* will be sent to anyone with extra-curricular ideas to share.

Helena, Arkansas, High School recently held a Bond Auction of items of merchandise donated by the local merchants. A Nylon comb-and-brush set went with a thousand-dollar purchase.

Awards to 230 yearbooks representing secondary schools in thirty-three states, Hawaii and Canada entered in the Ninth Annual Yearbook Critique conducted by the Columbia Scholastic Press Association have been announced at Columbia University in the City of New York.

A Christmas Project for Homerooms

Miss Grace Bruckner, Greeley, Colorado, employs the Christmas season in an educative manner by directing a "Sharing Christmas" project in her junior high school homeroom. The making of contributions, collecting of gifts, wrapping of packages, locating of needy families, and making deliveries offer a wide range of educative experiences throughout the Christmas season.

War Savings Poster for Schools

Everything from mules to a helicopter and from a case of canned apricots to a blockbuster can be found in the debarkation scene pictured on the new school War Savings poster entitled "Help Send Them What It Takes to Win." This poster (size 22" x 28") in four colors is included as an insert of the October issue of *Schools at War*, a *War Savings News Bulletin for Teachers*.

Hero Bond Plan

To provide permanent memorials for high school graduates serving with the armed forces, the War Savings Staff of the Treasury Department is presenting a Hero Bond plan to the heads of 28,000 high schools of the country with a total student enrollment of more than 6,000,000.

Five-Foul Rule in Basketball

The Illinois and Missouri associations have agreed to permit 5 personal fouls during the regular playing period of a basketball game, instead of the regulation 4 fouls. There has been considerable agitation for such a rule in basketball circles for some time and the national rules committee has suggested experimentation with it.

Teachers Digest has moved its publication office from Des Moines, Iowa, to 612 North Michigan Avenue, Chicago, Illinois.

Something to Do

C. C. HARVEY, *Department Editor*

SCIENCE CLUBS OF AMERICA SPONSOR CREATIVE PROGRAM

Science Clubs of America, sponsored by Science Service, 1719 N Street, N. W., Washington, D. C., an endowed non-profit-making organization, has a membership of over 2,500 science clubs. Any interested group may join the SCA without cost. To the boy or girl interested in science, the SCA offers unlimited opportunities in that it furnishes material on how to organize and activate a science club, gives suggestions for projects to be undertaken, and through arrangement with commercial, educational, and philanthropic organizations is able to furnish material for science club projects either free or at small cost.

News of club activities comes in regularly to SCA headquarters. A few of the interesting projects going on in one high school science club are: an attempt to develop a rayon with a finer thread and a higher gloss, experiments on plastics, industrial alcohol, sugars from new sources, and medicines. The physics members were helping to equip the laboratory by repairing old and manufacturing new pieces of apparatus, mostly electrical. Besides working on specific problems in which they are interested science members collect rubber, silk, metal, books for service men, build model planes which are used for instructing civilians and service men in plane detection, and perform numerous other worthwhile tasks. Thus not only are science club members preparing themselves to become professional scientists, but they are helping the war effort by giving their country the benefit of their training now.

The Science Talent Search is conducted annually by SCA for the Westinghouse Scholarships. Last March forty of these scholarships, ranging in amount from \$100.00 to \$2,400.00, were received by high school seniors. All sponsors of affiliated science clubs receive early notice of this event and all qualified seniors are eligible to compete. Opportunities for other scholarships are also available.

Science News Letter, published weekly by Science Service, and furnished to science club members for a small fee, contains accounts of the latest scientific discoveries.—MARGARET BURGESS, 101 Joliet Street S. W., Washington, 20, D. C.

THE CLOCK CLUB: A GOOD TIME WILL BE HAD BY ALL

NOTE: This is a report of a rather unique organization which exists at the New Mexico Highlands University, Las Vegas, New Mexico. It was given as an oral report by Mr. Verdis L. Mays in Dr. Joseph Roemer's class in Extra-Curricular Activities at George Peabody College for Teachers during the past summer. Dr.

Roemer sent the outline of the Club with the following comment: "Attached hereto is a piece of work that I have read rather carefully. It is by one of my students who is a member of the faculty at the New Mexico Highland University. In a way he is a director of student activities on that campus. After he had given his oral report in the class, I asked him to write it out and turn it in for submission to you. Even though this is operating wonderfully in a higher institution, there is no reason why this thing wouldn't work in a secondary school just as effectively."

THE CLOCK CLUB

I. AIM

The ultimate aim of this club is to instill a desire in the students to be constructive rather than destructive.

The immediate aim is to fix and keep in good running order all clocks, watches, and delicate mechanisms belonging to members or friends of the club.

Special attention is given to school clocks, which are cleaned, oiled, adjusted, and checked regularly.

II. CLUB MOTTO

If it's broken, fix it; if it works, don't tinker with it.

III. MEMBERSHIP

Active membership is limited to interested students who possess certain mechanical skill. These students must be serious minded and reliable so that watches and clocks can be trusted to them.

Affiliate membership is open to all interested students who like to "watch the wheels go 'round," even though they have no desire or ability actually to help with clock repairs.

IV. DUES

Twenty-five cents per year for each member is assessed and used to purchase special cleaning fluids, oils, balance wheels, hair springs, etc.

V. PROCEDURES

Watches and clocks of friends of the club furnish plenty of activity for regular meetings. The director of our local USO calls sponsor or members of the club to report any alarm clocks that have been donated for service men and that are in need of repair.

Club on clock repair to date: Over fifty clocks cleaned, oiled, and repaired. Only one clock was found to be beyond repair. The parts of that clock were cleaned and put away to be used for replacement of parts in other clocks.

One hard and fast rule of the club is: Don't attempt a repair you aren't sure of. One reason people have confidence in our ability is because we promise not to attempt anything beyond our ability. No responsibility is assumed for any work done outside regular club meetings.

Cleaning, oiling, resetting balance wheels,

untangling hair springs, etc., are relatively simple operations which all members are taught to do. Even these most simple readjustments call for precision and delicate manipulation and only proficient members are allowed to work on clocks.

VI. MATERIALS

Cleaning fluids: There are several types which can be used. I prefer to mix my own, combining several ingredients especially solvent and harmless.

Oils: This includes kerosene, 3-in-1, and a few other special light lubricants for precision mechanisms.

Balance wheels: These may be purchased in large numbers and assorted sizes, very inexpensively, from Sears-Roebuck Co., Chicago, Ill.

Hair springs: These may be purchased as the balance wheels above.

Watch screws: Purchased as above.

Camel's hair brushes: Have at least two for each worker.

Stiff bristled brushes for cleaning.

Darning needles for applying oil, untangling springs, etc.

Small screw drivers.

Small saucers to hold watch and clock parts during repairs.

Small bottle with wide opening for storing screws, hair springs, wheels, etc.

Magnifying glasses: At least one really powerful glass.

VII. PROGRAM

At least once a year a program is planned for The Clock Club on the order of an "Open House" meeting.

Invitations are sent to all those in the community who are interested. Visitors are asked to bring any clock or watch they would like repaired.

Four or five of the best repairmen are selected to "perform" during the evening. For the program only the best workers are selected to clean and repair inexpensive alarm clocks while visitors watch and ask questions.

Displays are arranged of all clocks and watches club members have worked on. A history of these clocks and the work which has been done on them is prepared by club members who act as guides for the display.

On one occasion a special display of a private collection of antique clocks was borrowed from a woman in the community. In appreciation the club voted this lady an honorary member.

Anyone possessing a particularly interesting, different, or historic watch or clock is invited to lend it for the display. Ownership of clocks and watches is noted in the display.

This program or "Open House" is closed with an informal social hour.

VIII. OTHER ACTIVITIES

Special reports: Articles read by members in *Hobby Magazine*, *Interior Decoration Magazine*, and others. Reports on displays and collections seen in other cities. Reports and displays of interesting clocks or watches loaned to the club.

Lectures by professional repair men.

Supervised visits to a good watch and clock repair shop where experienced repairmen give instructions in simple repairs.

Special reports by visitors, collectors, or professional clock men.

INDUSTRIAL ARTS CLUBS APPEAL TO ADOLESCENTS

There is a definite place for club activities in junior high school industrial shops. Hamilton Junior High School, Wichita, Kansas, has for several years sponsored an organization of this kind. It is called the "Industrial Arts Club."

The club membership consists of boys enrolled in the industrial arts department. With the shop instructor as the club's supervisor, the group elects officers and carries on a regular schedule of activities. A nominal membership fee of ten cents is charged, and this money is used for incidental expenses of the club.

Each semester the Industrial Arts Club formulates a program of activities. This is planned by a committee consisting of officers and sponsor, but most of the suggestions for activities come from members and business men living in Wichita and who are interested in the organization.

The following activities are typical of the club's program: Showing of motion pictures about industrial arts followed by group discussions. Prominent business man and industrial leaders of Wichita appeared often on programs; the local aeroplane industries contributed especially to the club's activities. Local civic organizations upon several occasions conducted club members on visits to factories and other places of interest and educational value. Some meetings featured lectures, discussions, and business activities, while others were of the demonstration and exhibition type. Programs were held on school time and interest never lagged.—H. S. GOERTZ, Sponsor of the Industrial Arts Club, Hamilton Junior High School, Wichita, Kansas.

MAY I SERVE YOU? THE GREEN COUNTER

I am *The Green Counter!* I stand in a favored corner of our high school study hall, easily accessible to students who buy stationery from my carefully selected stock.

My appearance is pleasing. My sides and shelves wear a soft coat of green, and beneath my plate glass top is a display of gay but sturdy notebook covers, paper of all kinds, and pencils to suit the taste of the most exacting buyer.

I am the realization of an idea originating in a group of National Honor Society members. They saw that I could fill a need in the daily life of our students, and ten years ago under the guidance of a skilful teacher they brought me to life. These boys and girls buy my stock, pay my bills, sell my goods, keep records of my busi-

ness, and decide what shall be done with my profits.

Money which has come into my cash drawer has paid for three editions of our high school handbook. Some of the profits of the past three years have established a revolving loan fund to help students in college.

No money of mine lies idle in a bank. That which is not being used for some worthy purpose is invested in United States War Bonds. With these we shall help keep our country free. We shall share this freedom with people all over the world, a world in which boys and girls everywhere may plan together, work together, and make their own decisions for the common good.

I am *The Green Counter!* May I serve you?
—HELEN BAKER, Hartsville High School, Hartsville, South Carolina.

WHY NOT SOCIALIZE DEBATE? HERE'S A PLAN THAT WORKED

Until some years ago our debate season consisted of a series of dual debates from which the teams returned home either joyfully victorious or sullenly defeated. Then the coaches of nine schools in our district organized the Lehigh Valley Debate Association, which now arranges our debate activities.

First, we have several extemporaneous meets. Each school brings as many debaters as it wishes

and teams are formed so that each comprises individuals from four different schools. The debates are followed by an open forum and a social hour with refreshments.

Following the extemporaneous meets, which are evening affairs, several tournaments are arranged to debate the main question of the year. Each school may bring as many teams to the tournament as it wishes and many debates are held simultaneously. Each team participates in five rounds of debate. The dinner between the afternoon and evening rounds gives the students of the various schools an opportunity to mingle socially. Following the last round, the debaters assemble for an open forum. A student presides, and problems which arose in the various debates are discussed. The debaters go home from these tournaments feeling that they had a pleasant and beneficial time regardless of who has won or lost.

The debate season then closes with a dance held at one of the participating schools. We feel that the many values derived from debate are greatly enhanced by the friendly and co-operative atmosphere now prevalent at our activities. Although transportation difficulties made it necessary last year to eliminate the extemporaneous meets and the dance and to confine the tournaments to afternoons, we had a very successful and pleasant season.—EVELYN L. NAYLOR, Coach of Debate, Slatington Senior High

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AN EXAMPLE OF GROUP WORK IN A JUNIOR-SENIOR HIGH SCHOOL

As part of the war speed-up program to free students and teachers for war work, the Freeport Junior High School was asked to eliminate the traditional commencement exercises and hold instead a "Junior High Night." It was announced in the ninth grade homerooms that everyone wanting to take part in planning or participating was welcome. The response was exceptionally good, and the resulting program was one of the best ever presented in our Junior-Senior High School.

The theme chosen was "What the Freeport High School is Doing in the War Effort." Three American students explained our democratic school set-up to an astonished and skeptical German refugee of their own age. After a brief and sometimes humorous discussion, they would "show" him a typical situation. The curtains would part, and a group forming a picture would come to life and act out the specific situation. Some of these were: a social studies panel discussing problems of the home front, physical education demonstration of boys marching and exercising and girls square dancing, the radio code class sending and receiving messages written by members of the audience, Junior Red Cross demonstration, a skit presented by the Spanish classes as a tribute to our neighbors, Junior Commando marching by four boys representing the branches of the armed services, explanation and exhibition of the work of the Defense School showing welding, riveting, and the making of small parts by hand, a fashion show of inexpensive dresses made in the home economics department, and a USO party in which various talents appeared. The Junior High Orchestra played; back-stage preparations and ushering was done by other ninth graders. —DOROTHY MACLEAN, Teacher of Social Studies, Freeport Junior-Senior High School, Freeport, Long Island, New York.

WHY NOT ORGANIZE A BAND FOR BEGINNING MUSICIANS?

In the field of extra-curricular activities, there is a real place for a beginner's band or orchestra. It need not necessarily be a band solely for beginners, but might serve as a preparatory stepping-stone for participation in the regular high school band or orchestra. It might also be a means of providing a musical outlet for those who wish to play in a band but do not have the time or inclination to become a part of the advanced group of musicians.

Some high schools may find it more appropriate to organize a band for beginners on a curricular basis, but in other schools it may become an outstanding feature of extra-curricular activities.

The sponsor need not always be the regular supervisor of instrumental music. In many places there are other faculty members who would wel-

come the opportunity to make use of the knowledge of instrumental music which they have acquired while playing on high school or college bands, by helping with a band or orchestra for beginners. Sometimes it is advantageous to let a faculty member other than the regular band conductor give instruction to the less advanced group. However, when this plan is followed, there should be close cooperation between the two faculty members.

A practice which is frequent in high schools is to organize a novelty band. A group of this kind will provide expression for the musical abilities of pupils who have learned to play all kinds of instruments. In almost any high school, pupils can be found who can play various instruments. A novelty band is a means of utilizing this talent in starting an interesting activity. Almost any teacher can serve as the sponsor of such a group. —EUGENE W. LEDERER, Pennsylvania State College, State College, Pennsylvania.

FIRST CLUB IS STARTED TO MEET A SCHOOL NEED

Due to the librarian's prolonged illness, plus the impact of the depression, the Cadosia, New York, High School sent out an SOS asking for volunteers from the senior class to work in the library. Many were eager to accept and to donate an hour each day to library service.

After the emergency had passed, six enthusiastic and interested volunteers continued to assist in the library. With the return of the librarian, it was suggested that this group organize the Library Club. This was done, and the librarian became its sponsor. With the aid of the teacher of art, many attractive posters and book displays began to appear. Posters for the bulletin board, notices for the school paper, and exhibits for meetings began to call attention to worthwhile books, both old and new, which were available at the library.

Later members of the junior class were admitted to membership in the club, but the total number permitted to join from both senior and junior classes has always been limited to ten. At times the sponsor gives instruction in library methods, but most of the activities are of, by, and for the members. Members are encouraged to read widely and to bring in suggestions for new books, magazines, and other periodicals.

This club has made many contributions to the school. Two of its projects are "A Bulletin Board" and "A Book Shelf." Here pupils find articles, magazines, clippings, and various other printed materials which are interesting and

HAVE SOME FUN with

CHRISTMAS PARTY. Complete program of fun, games, stunts, and food suggestions for school and group recreation. \$2.00 brings you loose-leaf notebook and Party-of-the-Month each month for 1 year. Sample *Star Bright Christmas Party or New Year Follies*, 25c each. Send money order now to **Have Some Fun (E)** (5630 Kenmore, Chicago, 40).

which contribute to their personal growth. A special lounge, or corner, where these are kept is one of the most popular places about the school. If your school does not have a club of this kind, the idea is worth trying.—IDA BISSELL, Cadosia, New York, High School.

NEWSPAPER CRAFT PROJECT SUITABLE FOR ALL GRADES

Using only newspaper as the chief material, many interesting and intriguing things may be modeled. This project in art is suitable for all grades in elementary or secondary schools.

From paper maché can be done modeling—maps, masks, figures, trays, doll and puppet heads, and animals. There are two types of paper maché: a paper shell formed over a model, and a pulpy mass which is modeled to remain solid. The shell type is used for masks, puppet heads, and the like. The desired form is modeled in clay or plasticene. Plasticene may be greased; clay should be shellaced and greased before applying paper.

This craft gives pupils an opportunity to create "something from nothing." The paper maché is made by mixing torn bits of newspaper in a container and boiling several hours, adding water sufficient to keep from burning. Stir well, and place pulp in a paper lined box until top layer of the torn paper dries. Add small amount of plaster of paris after it is thoroughly soaked with a mixture of flour and water. Use the pulp in modeling as you would clay.

Gayly decorated fruit may be made by pasting layers of newspaper strips over fruit, or plasticene modeled fruit. The fruit, or plasticene, is greased before the first layer of strips is put on. After the fruit is thoroughly dry, remove paper layer by cutting apart with razor blade or sharp knife. Paste sections together with several strips of paper-paint, decorate, and shellac.

Interesting and imaginative animals, figures, and birds can be made by rolling, crushing, or twisting newspaper for body, legs, etc., tying each part securely by wrapping diagonally around all forms. After legs and arms are tied on, joints may be padded with more paper. Finish with a layer of torn, pasted paper. Paint and shellac to make stiff. Other materials such as yarn, cloth, buttons, and construction paper may be used to finish the articles.—FLORENCE HORNICK, Ferndale High School, Johnstown, Pennsylvania.

ACTIVITY PROGRAM BUILT AROUND SCHOOL COUNCIL

The pupil activity program at North High School, Sheboygan, Wisconsin, centers around the school council, which has a very simple plan of organization. It consists of one representative elected by each homeroom, which means that there are about the same number of freshmen, sophomore, junior, and senior representatives.

Officers of the council are selected by the

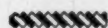
school at large, in an election designed to give pupils training in intelligent voting. For the school election, the city voting machines are brought from the city hall and used in order to give pupils practice in voting just as they will vote when they reach adulthood. Other elections are by ballot to give pupils training in that method. The duly elected officers are installed in an impressive ceremony in a special assembly, and the school council is ready to begin functioning.

The work of the council is carried on through standing and special committees. Each councillor serves on one standing committee and often on special committees. The council may appoint members of committees from pupils who are not members. In this way broader participation is assured, and many pupils are given an opportunity to serve and exercise leadership. The standing committees are:

1. The Auditorium Committee, which plans and supervises all auditorium programs—one is held each week.
2. Social Committee, which has charge of all social events held in the school. The calendar usually includes from four to six evening dances and two after-school parties.
3. Financial Committee, which prepares the budget and devises ways of raising money and financing projects. It manages a concession store which sells ice cream, milk, candy, etc.,

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and handles concessions at all school events.

4. Pep Committee, which plans all pep meetings, stunts at games, etc.

5. Service Committee, which gives whatever service is needed—ushering, assistance to new and absent pupils, tutoring, noon-hour recreation, etc.

6. Publicity Committee, which advertises and handles the publicity connected with all school events.

7. War Committee—this group is a new committee, which supervises all war activities of pupils, except those carried on under the auspices of the High School Victory Corps, the Junior Red Cross, and the Victory Council.

There is a faculty adviser of the school council, and each standing committee has a faculty sponsor. Sponsors are appointed by the principal, and their duties are strictly advisory.—SCHOOL COUNCIL PUBLICITY COMMITTEE, North High School, Sheboygan, Wisconsin.

HIGH SCHOOL ORIGINATES MANY SERVICE ACTIVITIES

Keeping in touch with alumni and former students now in the Army, Navy, and Marine Corps and making them feel that they are still a part of their school is one of the most rewarding activities of students and teachers of Dawson County High School, Glendive, Montana.

Prominently displayed on a lighted bulletin board near the main entrance to the auditorium is the Service Honor Roll. About four feet by five, and divided into sections for classes, it permits the easy insertion of typed slips of paper, each bearing a boy's name and branch of service. Since the roll is not complete, whenever there is occasion for a number of people to come to the building, provision is made for them to register names which belong on the record. A continuing student committee is responsible for keeping the roll up to date. The Service Honor Roll is read by almost everyone who passes through the hall.

The *Dawson Herald*, the high school paper, is sent free to any boy in the service who requests it. Often parents or friends make arrangements to send copies first class. A Marine has responded by mailing copies of the *Chevron*, which is very popular with the students. "The Service Slants," one of the most popular features of the *Herald*, attempts to print as much news about Pfc's as about lieutenants. Material is secured from interviews with the boys themselves or with their parents, from letters, or from newspapers. A Service editor is responsible for keeping a file that is as complete as possible.

Informally or occasionally as an assignment, students are encouraged to write to service men, especially to those not apt to get many letters. When a boy leaves, some teacher usually suggests that he write. If he does, she takes for granted that he is lonely enough to enjoy hearing from her.

On their furloughs alumni and ex-students almost always visit the school. When they do,

a real effort is put forth to make them feel that they are welcome guests. Their actions indicate that they feel as if they were coming home.—MARY MARJERRISON, Instructor in English, Dawson County High School, Glendive, Montana.

LIST OF HISTORICAL DATES FOR DECEMBER

December 2, 1823, President James Monroe, in his annual message to Congress, set forth the views which have come to be known as the Monroe Doctrine and which have had a great influence on the history of the world.

December 3, 1775, Gilbert Stuart, great American painter, best known for his famous portrait of George Washington, was born near Newport, Rhode Island.

December 5, 1782, Martin Van Buren, eighth President of the United States, was born at Kinderhook, New York.

December 7, 1941, Japanese attack on Pearl Harbor, which led to the United States entering the second World War.

December 9, 1848, Joel Chandler Harris, author of the Uncle Remus and Brer Rabbit stories which are an important contribution to the folklore of America, was born near Eatonton, Putnam County, Georgia.

December 10, 1787, Thomas H. Gallaudet, the pioneer teacher of the deaf in the United States, was born at Philadelphia, Pennsylvania.

December 12, 1745, John Jay, the first Chief Justice of the United States, was born in New York City.

December 13, 1918, Woodrow Wilson, the first President to cross the ocean while in office arrived at Brest, France, to participate in negotiating the treaty of peace at the end of the World War.

December 17, 1903, the first successful flight in a heavier than air machine was made at Kitty Hawk, North Carolina, by the Wright brothers. Anniversary of this event observed widely as Aviation Day.

December 17, 1807, John Greenleaf Whittier,

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great American poet, was born in Haverhill, Massachusetts.

December 22, 1820, the Pilgrim Fathers landed at Plymouth, Massachusetts. New England Societies throughout the nation celebrate the anniversary of this event as Forefather's Day.

December 25, Christmas, the most important feast in the whole Christian year, the anniversary of the birth of Jesus, the story of which is told in the Gospel of St. Luke.

December 28, 1856, Woodrow Wilson, twenty-eighth President of the United States, was born at Staunton, Virginia.

December 29, 1808, Andrew Jackson, seventeenth President of the United States and the only one whom Congress tried to remove by impeachment proceedings, was born at Raleigh North Carolina.

December 31, New Year's Eve.

Journalism Awards? . . . Yes!

(Continued from page 124)

make-up, and in every other task associated with the publication. These are the only patterns which Columbia and other school press associations have established. Within the bounds of the patterns there is ample opportunity for individual expression.

Whether or not attendance at conventions is offered as a reward for loyal and efficient service on the staff, then, membership in one or more of the well-established school press associations and full participation in its varied activities is a "must" for the progressive staff and its adviser.

Comedy Cues

SOMETHING MISSING

The "town character" of a small west coast community of Norway paid a visit to the local Nazi-named mayor.

"Just one little thing I wanted to ask you, mayor. If Germany loses the war, what'll you do then?"

"But Germany's sure to win."

"Yes, but supposing she loses?"

"Well, in that case I'd just take my hat and go."

"Your hat? What would you put it on?"—
Texas Outlook

The lovely co-ed sat next to a famous scientist at a formal dinner. "Tell me, what do you do with your time?" she cooed, ever so sweetly.

"I study astronomy," replied the gentleman. "At your age? Why, I finished astronomy last year."

PAIN IN THE NECK

Uncle: "I'm sorry you aren't enthusiastic about your gift. Remember, I asked you whether you like a large check or a small one."

Nephew: "Yes, Uncle, but I did not know you were talking about neckties."

—*Wisconsin Journal of Education*

FULLY EQUIPPED

Diner: "Waiter, I've found a button in my salad!"

Waiter: "Yes, sir, that's part of the dressing."

—*Balance Sheet*

WHERE INDEED?

Visitor: "Are your father and mother in?"

Boy: "They was in, but they've went out."

Visitor (disapprovingly): "Was in! Went out! Where's your grammar!"

Boy: "She's in the kitchen."

—*Journal of Education*

WHILE SALUTING

Captain: "I hope the next time I see you, you'll be a second lieutenant."

Private (flustered): "Yes, sir. Thank you, sir. The same to you sir."

FIRST AID

Scoutmaster—"Supposing there was an explosion and a man was blown into the air. While the nearest doctor was being called, what would you do?"

Tenderfoot—"I'd wait for the man to come down."—*Barnesville Record-Review*.

SHORT, SHORTER, SHORTAGE

Smith: "Those auto engineers are certainly geniuses at making driving much easier."

Jones: "How is that?"

Smith: "1940, no running boards; 1941, no gear shift; 1942, no car."

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